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ABSTRACT

This compendium contains the abstracts of the keynote lectures, symposia, and posters for the 7th European Conference on the Quality of Early Childhood Education. The topic of the conference was Childhood in a Changing Society--Power, Autonomy, and Early Years Education. The first section of the collection consists of abstracts of keynote lectures. Topics addressed included autonomy and competence in child development, day care and child development, issues in early childhood education in Europe, modernization, family transitions and quality, and psychosocial adversity. The second section consists of 177 symposia abstracts. Topics addressed include social interaction, global learning, quality, special needs students, parental involvement, behavioral issues, academic achievement, preschool teacher education, developmental education, foreign language instruction, sex education, family role, dramatic play, and gender issues. The third section consists of abstracts to 39 posters. Topics addressed include transition to school, early childhood study degrees, visual motor skills, quality standards, reading to children, linguistic skills, early childhood curriculum, creative achievement, and intellectual development. The fourth section contains listings of 13 early childhood education and research organizations in Germany and Austria, including a short description of their aims and activities. (Author/SD)

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7th European Conference
on the
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CHILDHOOD IN A CHANGING SOCIETY

Power · Autonomy · Early Years Education

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Abstracts

Keynote Lectures · Symposia · Posters

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Keynote Lectures

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Autonomy and Competence in Child Development

E. Kuno Beller
Free University, Berlin, Germany

Keynote Lecture

Autonomy is a complex variable which consists of several components. One of these is a sense of self and identity which can not be observed directly. It has to be constructed or inferred from a complex set of indices. A second component which appears in the second year of life is 'negativism'. The child asserts its identity by saying no and refusing to follow commands imposed on it from mostly familiar adults on whom the child depends for its care and survival. This is also an indirect expression of expressing one's autonomy. A similar indirect expression of autonomy can be observed when a child refuses help which is offered when it has difficulty reaching a goal through its activity.

Before I proceed to present direct manifestations of autonomy in the child I want to point to a difficulty in the measurement of autonomy which characterized research in this area during the first half of this century. Researchers usually and generally employed bipolar scales which had at one end dependency and on the other hand independence. This approach assumed a strong negative relationship between independence and dependency. To overcome this difficulty I proceeded to define each of the two variables separately to study the relationship between them which I hypothesized to be at the most very moderately negative. Parenthetically, a bipolar definition of autonomy and dependency makes it difficult if not impossible to study conflict between autonomy and dependency which I believe to be important in the development of autonomy during the first years of life.

To study autonomy directly I put it in the context of achievement striving which permits direct observation of manifestations of autonomy. Autonomous motivation of achievement striving was measured by the frequency with which a child initiated activities by itself, persisted in the activity, tried to complete or reach the goal of the activity, manifested tension reduction upon the completion of the activity. Dependency was measured by the frequency with which a child sought help, body contact, proximity and attention. In repeated studies over two decades in clinical and non clinical populations of pre-school children in which I employed these measures of autonomy and dependency I found generally very low, mostly insignificant correlations between these two variables. I did discover that the balance between these two variables that is the extent of dependency and autonomy within a child functioned very much like an index of conflict. To offer just one example, problems in feeding and toilet training were predicted by neither autonomy nor by dependency motivation alone but by the similarity between the two within a child. I proceeded to define dependency conflict as distinct from dependency motivation by measuring inhibition, ambivalence and vacillation in the expression of dependency needs. It was this part of dependency conflict defined in that way that became known as quality of attachment which became to this day one of the most researched areas in child development. The balance of autonomy and dependency and the dynamic interplay between them has been treated most systematically in the theoretical and clinical work of Margret Mahler but has remained relatively unexplored in developmental research.

I now want to turn to the relationship of autonomy - as I have defined and measured - it with compentence particularly in early childhood. In my presentation I will discuss findings from studies of autonomy as an independant variable, a dependent variable and as a moderator

variable. As an independent variable or predictor I will discuss the effects of autonomy on the perception of people, of objects, of the interaction between adults and children and on field dependence in studies of pre-school children. Another set of studies in which autonomy was investigated as an independent variable focused on the effects of pre-school intervention on school achievement of children from socially deprived families during the first four years of school. In these studies autonomy was investigated as a moderator variable of the effects of pre-school experience on the performance of children on I.Q.-Tests. In all these studies the effects of autonomy are presented together with the effects of dependency motivation as I have defined these variables above.

Two studies will deal with autonomy as a dependent variable. In the first of these studies I will discuss the effects of pre-school intervention on autonomy in children from socially deprived families. In the second and last study I will report the effects of educational style, democratic versus authoritarian teaching styles on size perception under conditions of intrinsic (autonomous) and extrinsic motivation. The studies discussed will include both field research and controlled laboratory studies.

* * *

Day Care and Child Development: Results of NICHD Study of Early Child Care

Alison Clarke-Stewart
University of California, Irvine, USA

Keynote Lecture

Does early child care hinder or enhance infants' and toddlers' social and cognitive development? This question lies at the heart of the child care debate. In this lecture I will present results of the NICHD Study of Early Child Care relating child care to the quality of children's interactions with their mothers, the emotional security of their attachment relationships with their mothers, and the level of their cognitive and language development across the first three years of life.

This longitudinal investigation was designed as an ecological study of children from birth through first grade to examine the nature of early caregiving experiences and the effects of those experiences on development. A sample of 1,364 socially and racially diverse children from 10 sites around the U.S. allowed investigation of social and cognitive outcomes for children in multiple contexts, with multiple measures, at multiple times.

Children were assessed at 6, 15, 24, and 36 months of ages. Assessments included observations of the children's care environments, of the mothers and children during semi-structured interactions, of the children's home environment, and standardized measures of the children's cognition and language. Hierarchical regression analyses were conducted to examine the associations between child care variables, like sex and temperament, and family variables, such as family income and mother's education, were statistically controlled.

Results indicated that child and family variables were consistently significant predictors of mother-child interaction, attachment security, and cognitive and language outcomes. Child care variables made an additional, though smaller, contribution to explaining individual differences in mother-child interaction and cognition/language. The quality of caregiving, particularly the amount of language stimulation, among the child care variables, contributed to the variance in children's cognitive and language scores and the quality of mother-child interaction. Children in higher quality care scored higher on standardized tests of cognition and language and experienced more sensitive and affectionate interactions with their mothers. The mothers of children who spent more time in care were also less sensitive and involved. Child care did not have a main effect on the security of the child's attachment to mother, measured in the Strange Situation at 15 months. However, there was a significant interaction between child care and maternal behavior in predicting attachment security. Children who experienced less positive and sensitive care from mother and less positive and sensitive care from their caregiver were less likely to be securely attached to mother.

The size, scope, and significance of these findings will be discussed.

* * *

Issues in Early Childhood Education in Europe

Tricia David
Canterbury Christ Church College, U.K.

Keynote Lecture

As we approach the millenium, the urge to reflect upon past achievements and failures seems an imperative. If we are to overcome the view that 'we learn from history that we never learn from history', what can our evaluations of "where we are now" tell us in relation to our policies and practices for early childhood education in Europe?

In this session I will be raising a number of issues which permeate each member country's provision but it may be that in some an issue is scarcely recognised (for a variety of reasons), while others loom large for each member country.

In a similar way, the fact that I, as the reviewer, have spent the majority of my life in the British Isles, clearly interferes with my ability to delineate all the possible issues for the whole of Europe. It also shackles me with a "cultural lens" through which I must attempt to interpret impartially, or rather, from the viewpoint of those involved.

This will be my starting point - the fact that our languages and histories can help or hinder us from having an holistic understanding of young children's lives and the provision we make for them. Further, we hold culturally determined assumptions about young children and their capabilities and the extent to which we share these, or share "intuitive" and/or "taught" understandings about early childhood, will be explored.

The Early Years Curricula in different member states will be compared, in order to assess the extent to which the expectations and experiences of our youngest citizens are developing a

"Europeanised mind". This discussion will include consideration of the ways in which countries shape the very young into citizens of that particular state, of Europe, and of the world.

The crucial nature of educational experiences in the very earliest years leads on to a consideration of the education and training status, employment conditions and mobility of workers. The degree to which they are regulated and accountable, through inspections and other checks, how these systems operate and the implications of these processes will also be discussed. An important issue for debate is the comparability of training and qualifications in different European countries.

In the context of growing computer literacy and the use of the internet, our own competence in it, as early childhood educators, both for our own purposes and as a tool in the education of young children, is a key issue. To some extent this appears to be a gender issue and it leads us to reflect generally on the roles of men and women in children's lives.

Finally, issues arising out of the values underpinning provision for the youngest children in any society, the time adults devote to children, the time employers allow for families, and questions concerning the notion of 'children's needs' will be debated, in relation to research and epistomology, massculture and the media. In summary, there will be an attempt to evaluate European society's vision for its youngest members.

* * *

Modernization - A Challenge to Early Childhood Education. Scandinavian Experiences and Perspectives

Lars Dencik
Roskilde University, Denmark

Keynote Lecture

Childhood is the 'life-space' of children. This space is defined by the material, social and cultural conditions that prevail around the child. As these conditions change - and in our age they do so constantly and at a very rapid speed - childhood also changes. As a consequence the constraints and challenges that the child has to cope with as it grows up also change. In doing so propensities and dispositions in the child that previously were not obvious may be enhanced, whereas other aspects will become less articulated. Children today therefore in certain significant aspects should be expected to develop differently than children of previous generations.

Three processes, rationalization, secularization and individuation, intertwined to constitute the process of modernization, have more or less directly influenced the lives of families and children in the Scandinavian welfare states. The lecture deals with the significance of these processes for children's life conditions and development. In this context some results from studies on what the social arrangements that define the modern Scandinavian welfare states mean for children are presented. These research findings largely contradict many popular myth about terrible dangers lurking around the corner: e.g., that the continous process of modernization, and especially the shift into a new phase of modernity, vit. "late modernity", deprives the

children of their mothers as well as their childhood, that it deprives them of morals as well as the opportunity to mature, leaves them without family and a future, etc. Such myths, not surprisingly perhaps, seem to emerge also among professional educators and traditional child psychologists, as the conditions for growing up change and their habitual and learned views on how to educate children lose validity.

One important aspect of modernization, the implication of which is focussed upon in the lecture, is that in the Nordic countries - Denmark, Finland, Iceland, Norway and Sweden - a large proportion of the pre-school aged children are provided with public child-care services. To a large extent both the mother and the father of young children in these countries are gainfully employed outside the home. A prerequisite for that is the child has been given an opportunity to spend part of its everyday life in a public day-care institution as a member of a group of children of more or less the same age, supervised by professional child-minders. Hence, from early childhood on these children regularly commute between at least two different social settings, a private and a public, viz. the family and the day-care institution. These settings combine to form a significant element of modern childhood, that thus is partly constituted by the interaction between, at least, two fundamentally different worlds. This interaction between the two different worlds of childhood is conceived as a process of 'dual socialisation'. Dual socialisation implies that children do not grow up and live only or even mainly among people who share their experiences and their own ideosyncratic frames of reference. It also implies continous shifts between different 'social arenas', a public and a private, each one of them having its particular endemic 'interactional logic'. Some findings concerning what coping mechanisms on part of the families and of the children themselves are induced by the process of dual socialisation are presented. It is found that family life in families with day-care children in many respects differ from traditional family life: The parents in these families, and this holds for both mothers and fathers, are mostly very child-centered in their leisure activities, very concerned about the quality of their relations to their child, and negotiating rather than authoritarian in their interactions with their child. It is also found that the two worlds of the child have very distinctly different functions for the child and cannot substitute each other. On the other hand, it is found that the two social arenas of the dual socialisation often function complementary to each other in a way that helps foster such social competencies in the children that should serve them well as they grow up to master the life conditions of late modernity.

In this context it is discussed how - from the point of view of the child a relevant 'division of labour' between private (family) and public child care (in a day-care institution) with respect to early childhood education should look like.

Within the perspective of a dynamic modernization process presented in this report the question whether children at all should be educated with the aim of facilitating their integration into existing society is raised. As the children of today grow up they will inevitably confront quite other life conditions than their parents and educators are able to foresee, not to say to prepare them for. The children inevitably will live in the future and will have to cope with social challenges and conditions that are as yet unknown to their educators. In order to master their own lifes the children will have to develop social competencies that have hitherto not been as asked for in the same way. Therefore, to be socialized into 'existing society' while this society is at the same time rapidly transforming into something as yet unknown - may not be in the best interest of the child. This, however, is rarely perceived so neither by the child educators nor by scholars in the field of early childhood education. On the contrary children, today perhaps more than ever before, run the risk of becoming victims of *chronocentric* prejudices of adult society.

In connection to this it is asked whether the notion of 'socialisation' - and in particular the traditional notions of 'primary' vs. 'secondary' socialisation - in itself has become an obsolete category within the frames of early childhood education? By addressing what the perspective of integration into future society actually means for a child a tentative answer to that question is given.

* * *

Family Transitions and Quality in Early Childhood Education

Wassilios E. Fthenakis

State Institute of Early Childhood Education
and Research (IFP), Munich, Germany

Keynote Lecture

For some time now sociology and family research in psychology have been focusing on the effects of increasing pluralisation and individualisation. The question is how these affect the development of families in Europe. Structural changes have been pointed out such as the increasing vertical complexity (as opposed to horizontal complexity) of European societies - which is in part due to demographic changes (falling birth rates and increased life-expectation). Another phenomenon that has been observed is the pluralisation of life styles as expressed in the rising number of unmarried couples and other types of partnership and households. The percentage of children born out of wedlock varies greatly across Europe (from 2% to 56%), while the percentage of children that experience separation, divorce or remarriage is steadily increasing. The quality of family life is also changing - conceptions of partnership between mothers and fathers, the value that parents attribute to their children, the relationship and style of interaction between parents and children, all these have changed, and this affects children. Increasing employment of mothers with young children and job mobility are also important contextual factors in children's lives. The effects of social problems such as poverty, social exclusion, migration, unemployment or violence in families have also been discussed with reference to the care and education of children.

Research has focused on family development, more specifically on phases and points of transition. These can be provoked by normative or non-normative events. Our frame of reference for conceptualizing and discussing quality in education is the Family Transitions Approach. Changes in the structure and quality of family life are the basis for a new understanding of quality in education. We need a concept of quality which incorporates the idea of coping with transitions as a developmental task for both families and children and which looks more closely at the relationship between coping strategies within the family and a child's personality, development and coping (e.g. in the context of the transition from home to kindergarten and kindergarten to school). All in all we will argue that the education of young children in Europe has been guided by rather narrow definitions of quality in educare and that we need a more inclusive concept of quality. Contextual factors in children's lives are an important parameter for the development and evaluation of quality in childcare and education.

* * *

Psychosocial Adversity: Risk, Resilience and Recovery

Sir Michael Rutter
Institute of Psychiatry, London, UK

Keynote Lecture

There is a huge individual variation in how people (both children and adults) respond to all manner of life stressors and adversities. Some succumb with disorders, whereas others show resilience, and a few even come through negative experiences strengthened. What is known about the nature and origins of resilience is briefly reviewed. It is concluded that protective mechanisms probably fall into five main groups: 1) those that involve reduction in the personal impact of risk experiences; 2) those that reduce negative chain reactions; 3) those that promote self-esteem and self-efficacy; 4) those that open up positive opportunities; and 5) the positive cognitive processing of negative experiences.

While we have an understanding of some important protective mechanisms, we do not as yet have any ready answers to the key question of how to bring them about. Nevertheless, it would be a mistake to underestimate the extent to which research findings have led to a much better appreciation of how risk and protective mechanisms operate. The crucial need to differentiate between risk indicators (meaning factors statistically associated with risk but not themselves reflecting the risk process) and risk mechanisms (meaning the ways in which the risk operates in bringing about an increased liability to disorder). It has become apparent that the people vary greatly in how they respond to stress and adversity. In part, this individual variation derives from personal characteristics, in part from previous experiences, in part from the ways in which the individual copes with the negative experience, in part through indirect chain effects stemming from the experience and how it dealt with, and in part by subsequent experiences. In each case, the focus needs to be on the interplay between people and their experiences and part of that interplay is their cognitive processing, or ways of thinking about, their experiences and their concept of themselves as individuals. The talk will outline some ways in which resilience may be promoted. The efficacy of such possible ways of intervening remains largely untested and, while the ideas are not yet at a stage at which they can be translated into a specific programme, they do provide important useful pointers towards the various means by which the issues might be tackled.

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Symposia

Symposia Abstracts alphabetical order according to the first-named author

Research Methodology in Early Years Education: Questions Concerning Measurement of Social Interaction Quality

G.M. van der Aalsvoort & A.J.J.M. Ruijssenaars
Leiden University, The Netherlands

Introduction to Symposium

B9

In this symposium it is questioned how social interaction quality is to be measured in order to answer questions on the relationship between child development and effective care and teaching.

The contributions to the symposium are based on the theoretical framework proceedings on Vygotsky's theory that cognitive development takes place by learning in the area of proximal development (Vygotsky, 1930/1978), and on social constructism, based on Piaget's theory that cognitive development is actively created by the child.

Problems arise when research findings are either too exclusively based on child progress, or too strongly point at the caretaker/teacher view on child development: a causal relationship between child development and effective care and teaching conditions. Leseman reports on methodological issues that need to be solved in order to make statements on social interaction quality in kindergarten. Van der Aalsvoort describes a study on the quality of local child care and early education institutions in a big town community.
The contributions in the symposium clarify the multiple ways in which child care and early education can be studied. It is questioned, however, whether the findings allow statements on social interaction quality and the relationship between cognitive development, and care and teaching conditions with respect to effectiveness.

* * *

Caring and Educating Young Children: How to Define the Differences through Social Interaction Measures

G.M. van der Aalsvoort & A.J.J.M. Ruijssenaars
Leiden University, The Netherlands

B9

A study was carried out in order to reveal the quality of care and education with young children. Several regular, and all special child care, and schools in a big town community took part. Data were collected from 12 institutions through interviews with directors, teachers, and child caregivers, and by observing group work. It was investigated whether teacher/caregiver views on their role in child growth and development was related to their actual behaviour towards children. Therefore several child related, and teacher related data were combined in

order to decide this relationship. The findings revealed that most teachers/caregivers in regular settings brought their views into practice. The relationship between teacher view and actual behaviour in special institutions was weak. Moreover it was found that teacher/caregiver behaviour in regular settings did not differ from special settings. It was discussed that expertise in caring and teaching may be something that develops in practice, and thus, regular and special care does not exist. It may also be that the instruments that were used were not valid for the purpose of deciding on differences in social interaction quality with respect to regular and special settings.

* * *

Twentieth Century Learning Initiative. The Concept of Global Learning and Young Learners

John Abbott
Washington, DC, USA

A9

Greatest among the objectives of teaching is to facilitate learning for deep understanding. A number of learning theories indicate that learning for understanding is achieved through helping learners understand the structure of knowledge and to make connections among different types of information they learn. Such innovative ideas have influenced educational practice because these ideas have been shared and discussed within the educational communitites as they were being developed. It is with this kind of information-sharing and discussion among practictioners that this paper will focus upon the needs and opportunities of new technologies for influencing the field of early education. Thus, one of the innovations that media have to offer the field of early learning is website information exchange provided by the internet. This presentation will focus on such media as a way of changing the way in which young children's early learning can be influenced as their teachers learn about new research and how to implement innovative educational practices.

* * *

Shaping the Future - Educare for the Under Threes - Identifying Need and Opportunity

Lesley Abbott, J.Ackers, B.Griffin, C. Marsh & J. Gillen
The Manchester Metropolitan University, UK

C9

"While children under three are active participants in their early learning, the meanings they assign to their experiences and feelings are largely dependent on the meanings given to them through the responses made to them by adults." (Hatch, 1995)

The paper will report on the findings of a two-year funded research project which focuses upon the views, interactions and needs of adults working with children under three in a variety of contexts in the UK and abroad. Central to the project is the question of the influence and effects on young children's early learning of the adults with whom they interact. The effects of early experiences on later learning are highlighted (David, 1990, Calder, 1990), Griffin, 1992, Sylva & Moss, 1992, Sylva, 1994) but little research has focused on the kinds of experiences which have the most significant influence on children's lives.

Four researcher working on a part-time basis together with a full time research student have been engaged in the project. The Methodology adopted is largely qualitative in approach but quantitative methods of data collection and analysis are also used. It also involves illuminative evaluation and action research through close involvement with those working in study settings.

- Qualitative Methods include documentary analysis, systematic and focused observation, case studies
- Quantitative Methods include questionnaires, structured interview schedules, structured observation schedule

In adopting both methodologies, the researchers have aimed to capture at first hand 'the meaning of human action in cultural context' (Gaskins, Miller and Corsaro 1992).

Research questions focus on the effects on children under three in out of home settings of:

- adult roles and interactions
- curriculum definitions and provision
- assessment procedures
- the development of personal identity
- provision for equality of opportunity

Major Findings:

- The knowledge, understanding and level of training of adults working with children under three has a marked effect on the range and quality of early experience provided.
- The quality of the relationships between adults and children in out of home settings are important in establishing confidence and self esteem in children below the age of three.
- Curriculum definitions and provision correlate with the level and type of training received by the adults.
- Cross cultural differences in provision and attitude to under threes in out of home settings emerges strongly.
- Systematic and effective recording of children's achievement in all areas of development is necessary in providing evidence of the effects of provision for quality.

Implications for future work with the youngest children in the educational system will be drawn from the findings in the key areas on which the research has focussed.

* * *

Pathways to Professionalism in Early Childhood Educare. New Initiatives in Early Years Training

L. Abbott, B. Griffin, J. Powell & L. Ramsay
The Manchester Metropolitan University, UK

D15

Background: In recent years a number of influential reports have called for collaboration and coordination of services for young children and for joint training opportunities for all early years professionals. The 'Rumbold Report' - Starting with Quality (D.E.S. 1990) 'Learning to Succeed' - The Report of the National Commission on Education - Paul Hamlyn 1993. 'Start Right' - The Report of the R.S.A. Early Learning Inquiry (R.S.A. 1994) all highlight the need for barriers to be removed and opportunities provided which offer access to training at a number of points on a 'climbing frame' of opportunities in which accreditation for prior experience and learning (APEL) is an important consideration.
The Manchester Metropolitan University has responded positively to these recommendations in appointing a Multiprofessional Coordinator and in developing a Multiprofessional Centre with both FE and HE representation to identify training needs and to work with the innovative university NVQ Assessment Centre particularly in the Early Years field. This paper presents a story of developing professionals and route from NVQ to degree qualifications. The University has successfully developed one of the first Multiprofessional degrees in the UK and has embarked on a number of exciting and innovative projects nationally and internationally with both training and research elements as central concerns. It both answers and raises many important questions in this crucially important area.
The paper will report on an innovative project designed to bridge the gap between existing qualifications in the early years field at an intermediate level and higher education, degree level routes.
The effects on the lives of adults and children involved will be reported.
The project has gained European funding under the New Opportunities for Women (NOW) initiative and is a partnership between a local authority and a university in which the key aim is to train women to whom access to appropriate early childhood training has previously been denied.
The paper will report on three key areas:
The Development and Management of the Project
The Teaching and Training of the Workers
The Research, Monitoring and Evaluation of the project.

Methodology: Both quantitative and qualitative methods are adopted.
Questionnaire, structured interview methods are used to elicit the view of tutors, students on the course and the managers and headteacher in the work place.
Student writing via a personal, professional development portfolio is recorded and analysed.
The student voice in structured interviews, discussion and debate is an important method. in eliciting their response to the project.
Transnational partnerships in Early Years Training have been established with Portugal and Ireland in order to monitor and evaluate the effects of new training opportunities in other countries.
Similar research methodologies are adapted in the transnational monitoring the paper will report on and compare the approach training and effects on those involved in the various

projects.

Findings: The New Training opportunities are 'empowering' early years workers both personally and professionally.
Early Years settings are benefiting from the increase in knowledge and skill as a result of new training initiatives.
The centrality of equality of opportunity is central to work with adults and children in new training opportunities.
One of the most significant factors determining the quality of a child's early educational experience is the appropriateness of the training undertaken by the adults with whom she works.

* * *

Infants in German Daycare Centers before and after the Political Changes: The Formation of Infant-Care Provider Attachment in Comparison

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Interdisciplinary Center for Applied Research on Socialisation,
Berlin, Germany
National Institute of Child Health and Human Development, Bethesda, USA

A1

In the last few years, the debate on non-maternal care in infancy has focused on the earliest infantile social relationships as their intimacy might be irritated by repeated separations from the mother. This is particularly true when the infant enters daycare, and it might also lead to distracted attachment patterns, and to disturbed emotional development (see Belsky & Rovine, 1988; Belsky, 1990). In contrast, research studies done by Farran & Ramey (1977), Sagi et al. (1985), and Lamb et al. (1992) showed that relationships between infants and their care-providers emerge as meaningful and significant for infants social experiences. Thus, in context of the traditional attachment theory, new questions have arised that necessitate the enlargement of this theory. Recently, it has not only been asked whether or not an attachment toward a non-relative care-person is possible at all, but what kind of relationships to care-providers are displayed, and in which care settings (see van Ijzendoorn et al., 1995). Furthermore, because infant-care-provider relationships are discussed as one of the most powerful measures of daycare quality, this issue undoubtably has practical consequences.

The present study compares two samples of infants between 12 and 18 months old. The first sample was observed and investigated in East Berlin in 1988/89 in typical daycare centers before the political changes (n=39). The second sample was studied recently in 1993-1996 in these entirely reformed daycare centers (n=70) that provide age-mixed instead of age-homogeneous group care before the political changes. The reformed daycare centers also focus on individual rhythmicity in the daily routines instead of group-oriented rules, stress infants emotional needs instead of cognitive stimulations, and define the role of care-provider as the infant' partner rather than teacher. To generalize these differences, whereas before the political changes daycare concepts were mainly orientated to establish balanced relationships among the peers, after the German reunification the infant-care-provider relationships have gained in

importance.
Methods: In both samples, an equivalent research design was provided: (a) each infant was seen in Ainsworth's Strange Situation prior to daycare entry with the mother and 15 weeks later with the care-provider, (b) almost 50% of the infants in both samples could be taken again in a Strange Situation with the mother after 8 weeks daycare experience, (c) each infant was visited in the daycare centers several times by a research assistant who videotaped the situation. Later, infants' and care-providers' behavior was rated by using both, listing relevant behavioral signs and interactional strategies, and using an adaptation of Ainsworth' sensitivity scale.

Results: Preliminary analyses reveal that the majority in both samples showed signs of being attached to the care-provider. However, more securely attached infants in the Strange Situation with the care-provider were found in the second sample. Surprisingly, security to the care-providers was not predicted neither by ratings of their sensitivity nor by the infant-mother attachment prior to daycare. But, infants who later were classified as securely attached to their care-providers often displayed negative emotions, signaled signs of loss, initiated interaction with, and accepted physical comfort from their care-providers. In terms of the interactional concordance and harmony observed in the daycare situations as well, no differences to the insecurely attached infant were found. Those attachment pattern finally have to be discussed on the background of their functions in daycare settings.

* * *

Childhood in the Bicultural Family: An Anthropological Approach

Michael Anderson
University of Newcastle, UK

B14

The increasing number of trans-national and trans-cultural marriages within Europe poses questions about the children of such unions. What role do different national identities play in their lives? How is such a family context negotiated in terms of culture and national difference? How does the child experience different, yet merging cultural traditions? How is cultural diversity lived out in the context of the family?

This descriptive paper seeks to address some issues concerning children of bicultural/binational families. Specifically it focuses upon the strategies employed by children and parents in their efforts to establish, maintain or compromise a sense of cultural and national identity in beliefs, values and behaviours. This is shown through a selection of qualitative examples.

Methodologically the paper adopts an ethnographic approach from observation and interviews and draws upon contemporary theory in social anthropology.

The paper demonstrates the importance of developing cross-cultural competences and the need for professionals to be aware of the social and cultural contexts in which these arise.

* * *

Gendered Experiences: What Relevance do Patterns of Interaction between Caretakers and Children in Pre-School have to the Understanding of Gender Socialisation Processes?

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B1

Socialisation processes which girls and boys pass through can be viewed as histories of how female and male children constantly are getting different social experiences. These different experiences may in general influence the development of each gender in many ways. There are reasons to assume that these differences in experience affect the development not only of self-image and identity, but also the development of sets of behaviour, of knowledge and competence, of abilities and interest; in short, of the whole personality.

When we see girls and boys in general developing different qualities and personalities, it is likely that we consider most of the gender differences as matural and inherent. However, to get more knowledge and understanding of to which extent the differences are influenced by processes in society, by symbol production and personal relations, we have to examine closely the settings in which children learn to grow up. One setting to be studied as a condition for socialisation are the relations and interactions between caretakers and children.

In a recently finished study I have examined the role of interactions that caretakers in pre-schools have with children of both sexes. The assumption I had beforehand was that by observing grown-ups and children of both sexes in every-day activities it should be possible to trace and identify cultural power hidden in the ways grown-ups treated the children. I found differences in the patterns of caretakers' behaviour towards girls and boys larger than I expected. It seems like attributes connected and associated with women and men in our culture influence and determine the caretakers' ways of dealing with girls and boys even in pre-school age unregarded the behaviour of the individual child.

During my periods of observation, the patterns of discrimination between girls and boys became so obvious that I was convinced that these patterns had to be considered as essential conditions for development of what could be called gendered personalities, and further that essential aspects of what we interpret as femininity and masculinity have to be perceived as social and cultural phenomena. In analysing the observable patterns, I found that the role of the caretakers in the interactions could be understood as patterns of behaviour. There are no reasons to think that caretakers in pre-schoools behave otherwise towards children compared to their behaviour towards other people in the same culture. Thus the experiences available to girls and boys must be seen as so different that we have to admit that the conditions for growing up are relatively different for the two sexes and so must be the direction of their development. The ways grown-ups treat girls and boys differently seems to cultivate and encourage different qualities and manners of thinking and acting in girls and boys.

The patterns of interaction with children of different sexes that obviously exist among caretakers of both sexes in pre-school do not seem to be deliberately or consciously communicated. More likely they have to be considered as reminiscence of traditional power structures which are internalised in the thinking and acting of most people in our culture. Gender position in

society is affected by such structures and seem to influence even the way we consider and treat small children according to our definitions of gender.

* * *

Study of Quality Regarding Different Kinds of Early Years Educational Services in Spain

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A7

Children education and provision in early years is very important for their development and learning. Children, families and community must have access to educational and care services that guarantee parent's equality at work and children's right to receive positive attention, adequate to their developmental needs. Services must be diverse and of quality. Day nurseries, nursery-schools, nursery classes, family centres, play groups, etc, must offer quality to the children and to their families.

The research aims to study:

- different definitions of quality at early years services
- how different services take care of some quality indicators in educational projects: adult-children interaction, early years curriculum, staff working as a team, parent's participation in the project, etc.

Theoretical framework supports on Vigotsky and Bruner contributions but also on Peter Moss, coordinator of European Commission Childcare Network, and on Gillian Pugh, Director of Early Childhood Unit at the National Children's Bureau, UK, contributions.

Different aspects are being investigated in services such as: day nurseries, nursery schools, nursery classes, family centres, community centres, etc, from the Barcelona area.

We are applying ECERS and ITERS scales, passing questionnaires and observing some early years educational institutions.

This research is considered important because the results can influence the practice in the services. Evaluation can help technicians, politicians, teachers and parents to understand better the kind and degree of quality of the institutions and how to innovate the practice.

* * *

Existing Ecological Concepts in Young Children (4-7) for Distant Places: Rainforests - Deforestation, Polar Lands - Global Warming

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D4

The aim of this paper was to investigate what young children know about the effects of the environmental problems in distant places, and what was the source of their knowledge.

Theoretical framework: In recent years the increase in foreign travel and coverage of television, films, books, newspapers, discussions have all made information more available to young children. Moreover, it is vital for planning new educational programmes to know what and how children know about close and distant environments.
As Piaget and Vigotsky state: young children's concepts are often blurred and inaccurate. A similar study is being held on a cross-cultural base in the United Kingdom and the United States (Palmer, 1996).

Method: The concepts of 30 children four to seven years old formed the data base for the investigation. It was held in a state kindergarten and primary school, located in the center of the city of Thessaloniki. Each child was interviewed individually by a researcher, with a semistructured interview. A series of pictures was used to promote a discussion.

Major findings: By the results of the research it was indicated that: children have a fairly good deal of knowledge about distant environments and related ecological pro-concepts deforestation - global warming, when they are in the kindergarten (4-5). Clearly the accurate concepts for the older pupils (6-7) seem to increase.

Implications for Practice: A key point with clear implications for education is the tendency for the retention of common misconceptions in children's minds. The teacher's task involves the provision of opportunities for pupils to develop and refine their knowledge with planned progression. Such refining obviously includes the correction of misconceptions, which otherwise may be held over long periods of time.

* * *

Concept Development and the Ability to Solve Interpersonal Problems of Turkish Children Between 55 and 78 Months

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C13

Perception, forming a concept, placing into the memory, recalling, thinking and solving a problem are the fields of cognitive development. Pre-school children go into a thinking procedure by using their existing conceptual potential when tackling or when reasoning and concluding certain situation and problems they face.

This study aims to examine the relation between the concept development and the solutions of interpersonal problems for 55-78 months old Turkish children. The sampling of this study consists of 40 girls and 48 boys, a total of 88 children. As a method of collecting data for assessing concept development, Bracken Basic Concept Scale (BBCS) and for abilities in solving interpersonal problems, Interpersonal Problem Solving Test (PIPS) were used.

The statistical examination of the concept development and solutions brought to interpersonal problems have been assessed with Pearson Correlation Analysis. According to the achieved results, the total points of solutions brought by the children to interpersonal problems (peers and mothers) and used categories of: SRC (color, letter identification, comparisons, number/counting and shape), social/emotional, size, texture/material, quantity, time/sequence concepts show that there is a weak but an important relation ($p<0.05$) towards a positive direction; from direction/position concepts there is a weak but an important relation ($p<0.05$) towards a negative direction.

* * *

Time for Reading: Success and Disappointment - Pointers for the Future

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D11

This paper presents the findings of a reading project, in which adult volunteers from the local community of Sunderland, having been trained to assist young children in the development of early reading skills, worked alongside teachers in one class in each of three schools to address under-achievement in reading in children aged 4-5 years, in communities of economic disadvantage.

An analysis of the findings is presented. Comparisons are made with other major volunteer

support programmes, (Loenen 1989, Moyles and Suschitzky 1997). Explanations of the findings are found in the communication between teachers and volunteers, and in the cultural practice in the schools concerned, which contrast markedly with successful case studies like Cochran Smith's (1984). Issues for future practice in relation to emerging trends in literacy teaching in Britain are explored.

* * *

Infant Care in an Urban Community

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C7

Definition: In 1963 John and Mary Newson published *Patterns of Infant Care in an Urban Community*. At the time they observed: The truth is, of course, that in the present state of knowledge there is not a sufficient body of well-substantiated evidence about the facts and consequences of child rearing on which to base sound practical advice to parents. (Newson, J. and Newson, M., 1963, p. 18).
Whilst the number of studies on the effects of different qualities of care may have increased it is probably true to say that we know as little today about current urban child rearing practices as we did in 1963.

Theoretical Framework: Current research has attempted to demonstrate the way patterns of family care can affect psychological adjustment and social integration. Identified factors include child care arrangements, the role of mothers, fathers and other caregivers within the family and beyond, the pattern of increasing marital discord, separation, divorce and remarriage (Rutter and Smith, 1995). All of these factors impact upon the young child's experience of relationships, their understanding of their social world and their sense of their own social world and their sense of their own social comptence.
Changes in psychological theory itself may be characterized by a shift towards a social constructivist stance in relation to cognitive development with a growing emphasis on social cognition which draws upon symbolic interactionist theories of self and 'theory of mind'. These are shedding new light upon personal, social and emotional development within families. Recent investigations have focused on children's everyday experience in the home (Dunn, 1984; 1988) and take account of both parental strategies and children's behaviour. Significant, too, have been observations of children's understanding of other people's perspectives and emotional states (Harris, 1989; Schaffer, 1984; 1990; and White and Woollett, 1992).

Research Methods: Sixty caregivers of one year olds and sixty caregivers of two year olds in an urban community were:

- interviewed about their goals, beliefs and practices;
- asked to keep a diary record of three, typical days; and
- gave permission for the collection of sample observations and field notes on significant child/caregiver activities.

Major Findings: Data are being currently analysed in order to:

- identify major themes which emerged; and
- feed these back to the caregivers for validation and response.

Implications for Practice/Evaluative Conclusions: The goal is to consider the significance to children's lives of day-to-day experiences within a context of social change in economic circumstances, patterns of employment, life styles and attitudes towards child rearing. This will lead to a re-appraisal of patterns of care in the late 1990s.

* * *

Effects of the Language Education Program on Language Development of 5-6 Year Old Institutionalized Children

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B4

This research was planned to find out effects of Language Education Program on the language development of institutionalized children in 5-6 years age group. This study was conducted with an experimental approach.

The population consists of 55 children. 30 subjects were experimental group while 25 subjects were control group. The training program is carried out on 5 seance per week during two months. The seance were three hours long.

The progress in the population was monitored by Peabody Picture Vocabulary Test and Portage Early Education Program Checklist. Results will be discussed in the papers.

* * *

Formation Experientielle des Enseignants à la Communication

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D13

Notre recherche vise à explorer les caractéristiques d' une formation à la Communication, basée sur les principes de recherche-action (action research) et évaluer son influence sur l'implication (involvement) et le vécu (well being) des participants, à court (à la fin de la formation) et à long terme (un an après). Il s' agit d' un groupe de 21 enseignants de l' éducation nationale. Durée: 8 semaines, 4h/semaine.

Les références théoriques et méthodologiques proviennent des conceptions dynamiques de la relation pédagogique en groupe-classe (K. Lewin), à base d' écoute active et d'acceptation (C. Rogers), et d'implication (F. Laevers), d' intervention au niveau des contenus et des activités en classe (M. Lobrot) et d' interaction (E. Goffman). L' approche dialectique (Vygotsky, Frangos) permet une vue synthétique de l'intra et de l'inter-psychique dans un processus d'apprentissage et de développement, à travers la communication et l' appropriation. Il s'agit d' une approche expérientielle.

La méthode de recherche se base sur les principes de recherche-action (participation active et changement), et l'analyse et comparaison de contenu du discours des participants (textes d' auto-évaluation et aussi d´évaluation de la formation dans son ensemble), à la fin de la formation et un an après.

Dans les résultats de la recherche nous signalons que les caractéristiques les plus déterminantes parmi les autres qui influencent le plus dans la durée sont:

- L' articulation entre apprentissage affectif, cognitif et social et acquisition des connaissances (apprentissage expérientiel - F. Laevers).
- Le travail en groupe.
- Le fonctionnement du formateur plus comme "animateur intervenant" qu'en enseignant académique.

La conclusion évaluative souligne l'importance et l' influrence à court et à long terme sur l' implication et le vécu des participants, d' une formation à caractère holistique et integrative des differents niveaux du fonctionnement psychique (cognitif, social, émotivo-affectif). En ce qui concerne la pratique, à travers cette recherche-formation prend forme un modèle/schèma souple et appliquable à un large éventail des professionnels de l' école maternelle à l' école primaire et secondaire.

* * *

Institutional Organization of Early Years Education for Children with Special Needs in Russia

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C10

Definition of problem: The changing social and economic situation in Russia inevitably demands to revise the existing approaches to our work with children. Changing the approaches to the contents, methods and forms of treatment and training activity organization, especially on the phase of early years education becomes extremely important.
At present the system of preschool education for children with special needs in Russia includes different types of daycare for children from 4 years old. The Early Intervention Institute existent in St. Petersburg is the first of its kind in Russia. Its purpose is to develop early identification and treatment of infants and toddlers with developmental delay, motor, hearing and visual disorders. The Early Intervention Institute collaborates with early intervention centers at children polyclinics, diagnostic centers and Baby Houses, which have established last

time. Unfortunately, there is not enough link between early intervention and preschool education systems still. The Early Intervention Institute tries to create improved model of early education in one of the part of St. Petersburg.
Then the goals of this paper is the formulation of early years education model for children with special needs.

Theoretical framework:
1. Reviewing the existing systems of early years education for children in Russia.
2. Modeling an improved system of early years education.

Research methods:
1. Theoretical analysis of psychological and pedagogical information about the specifics of teaching and treatment of children with special needs in Russia; reviewing the corresponding legislation.
2. Modeling, project creating and using the proposed model in practice.

Implications for practice: Dealing the problem of a possibility of the institutional organization of early years education for children with special needs; defining the ways of improving the system of early years education for such children.
The model proposed can be dealt as one of a theoretical foundations for the creation of new types of institutions for children with special needs.

* * *

Preparing Adults to be Early Childhood Educators: The Effects on Personal and Professional Lives

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A5

Young children in the United States receive services in many different settings outside the home. Individuals employed in these settings have varying levels of professional preparation. Historically, early childhood professionals have experienced little respect for their work and have few avenues for professional advancement. Turnover in the workplace is high and motivation for additional training is low.
Research examining the quality of early childhood programs has consistently suggested a correlation between the quality of the staff (including their professional preparation) and the quality of programs for children. In 1972, a nationally recognized early childhood credential, the Child Development Associate (CDA) credential, was instituted, providing opportunities for individuals to demonstrate their knowledge and praxis outside of a traditional post-secondary professional education program. Few researchers have examined the effectiveness of this alternative professional development process.

Theoretical Framework: A life-span developmental perspective frames the present study since

it provides a rich context for examining the experiences of adult learners who operate in multiple roles and multiple contexts.

Methodology: A qualitative methodology yielded life stories of 15 people participating in the CDA process. The date provide opportunities for examining the impact on personal and professional lives. Questions focus on how individuals came into the CDA program and how they experience change.

Findings and Implications: The stories provide authentic accounts of individual experiences. The qualitative data, revealing themes relating to self-esteem, professionalism, support systems, training models, and intentionality of practice are presently emerging. Future research will focus on links between CDA preparation and program quality.

* * *

The Origins of Shared Activities Among Young Children in Day Care Centres in the Perspective of Interactive Pedagogy

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B12

This presentation is concerned with the preludes to peer-interactive behavior with objects and its educational implications in day care centres.
Previous studies of our research center CRESAS have shown that children in their second year of life already share many activities with objects, imitate one another, cooperate, negotiate and build their first logical, physical and social knowledge into these shared activities of discovery and invention. The focus here will be on the emergence of peer interaction among infants and its part on early cognitive development.
Our approach is based on a constructivist and interactionist point of view derived from Piagetian theory. Videotaped observations are made in usual settings of the day care, during play time on mats, in a research action process with day care centers professionals.
These outcomes provide a positive outlook on collective settings for young children, even in their first year, and contribute to design an interactive pedagogy of early childhood education which aims at creating fruitful situations backed on young learners' educational needs and psychological processes.

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New Facilities for Young Children in France in the Socioeconomic Context of the Nineties

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C2

In a previous research on the implementation of cultural actions in direction of very young children and their families, I have been confronted, in the field of early childhood, with the effects of societal changes that have occured, in France, in the nineties. The steep rise of unemployment, particularly among women, and the development of precariousness lead to processes of marginalisation and desintegration of social links on quite a large scale. Faced to situations of "vulnerability" (R. Castel) in poor suburban areas, various social workers and early child care professionnals are experimenting new forms of "local collective micro-spaces of social integration" (B. Eme). These spaces, where social links try to be restored, involve young children.

At the same time, the nineties see a shift in early childhood policies and new kinds of facilities for young children and their families are developed, attesting a more global approach to the welcome of young children in the city and a concern for equity.

This work presents a secondary analysis of data collected for the research on cultural actions towards young children. It is based upon the analysis of in-depth interviews of 'early childhood coordinators' of 12 major cities of 3 departments (administrative division of the territory) in the west, north and south east of France and of 30 in-depth interviews concerning 21 facilities for young children developing significant innovations.

In this presentation, I'll try to point out:
- how these municipalities, actively involved in the well-being of young children, are coping with the changes induced from the latest early childhood policies and from the new socio-economic context of the nineties,
- what new problematic is rising from that context,
- what are the characteristics of the current proposals issued in direction of young children not attending preschool, and their families.

The first results show that these municipalities tend to take into account the whole population of the under 6. The welcome of these children is relatively disconnected from the state of employment of the mother. In poor suburban areas, professionals involved in innovative actions focus on social integration even more than on psychological relations between mother and child.

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Evaluating and Giving Back Results of Evaluation to Day Care Centre Personnel: A Research Study in 22 Italian Day Care Centres

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A1

The research here presented is intended as an answer to many purposes: a) to use a scale for the evaluation of the quality of day care settings (ITERS Harms, Cryer, Clifford, 1990, SVANI 1992) in order to collect data for its Italian standardization; b) to inform day care centres personnel about the scale, which so far has been used only in scientific research; c) to teach care givers how to use the scale, in order to enhance their competence; d) to define some indicators at a regional level of the educational quality of day care centres. The main hypothesis of our research is that the educational quality of the centres can be improved if the personnel grows aware of the level of the main features of the centre and if care givers and coordinators are able to assess them by themselves in a correct way.

We acted as follows: since 1994 our team has been evaluating 2 public centres in an Italian Region - Emilia Romagna - where both the local and the regional administration have displayed a strong political commitment in infants and toddlers extradomestic educational care (also a public day care centre in Reggio Emilia was evaluated). In every centre the researcher, the coordinator and the care givers evaluated each section by means of ITERS-SVANI. Scores of the scale were then sent to the researcher in order to assess differences in scoring. Within a couple of weeks the researcher, the coordinator and the staff met again in order to discuss the results and the ensuying differences. In this final phase the task was to make explicit the main features of the educational pattern of each centre and to compare it to the educational "philosophy" of the ITERS-SVANI, the ultimate aim being to empower care givers and coordinators to understand and to manage in a self-conscious manner their educational work. A second issue was to achieve the task we were entrusted with by the regional administration, namely to build the main indicators of educational quality for public centres in Emilia-Romagna. Some statistical figures will be worked out, resulting from the evaluation data of all centres and stressing their differences.

The aim of this experience was not only to start a culture of evaluation, until now very poor in Italian day care centres, but also to define a model for educational evaluation which can also become a model for inservice-training of care givers and a possible way to enhance their competence.

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Parent and Teacher Expectation for Four-Year-Olds

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C11

The IEA Preprimary Project is a three-phase, multinational study of preschool-aged children. The purpose of the study is to identify the settings in which the young children of various nations spend their time, to assess the "quality of life" for children in these settings, and to determine how these settings affect children's intellectual, social, and academic development at age 7. Among the instruments developed was one to assess teacher and parent beliefs/expectations about important areas of development for young children.

It is known that both parents and teachers have certain expectations about children's learning and development. But what really are those expectations? How similar or different are the expectations if parents and teachers views are compared? Are the expectations strongly country-specific or can we find similarities between the countries? How much do expectations determine the actions of parents and teachers or curriculum contents, when educating and interacting with children on a daily basis?

In order to have answers to questions like these, the expectations of parents and teachers in the 15 countries participating in the IEA Preprimary Project was studied by inteviewing parents and teachers. We asked parents and teachers to rank-order eight developmental and learning skill areas of 4- to 5-year-old children from most important to least important. These areas were:
Preacademic - A child learns concepts, improves small muscle coordination, and begins to master skills necessary for reading, writing, and arithmetic.
Motor/Physical - A child improves his or her coordination, balance, and agility through large-muscle activities.
Self-Expression - A child learns to express himself or herself creatively through arts and crafts, music, dance, and/or imaginative play.
Language - A child learns to express his or her thoughts and feelings verbally in a clear and appropriate manner.
Social Skills with Peers - A child learns to share and cooperate with other children, to respect them, and to understand their feelings.
Social Skills with Adults - A child learns to listen to, cooperate with, and respect adults.
Self-Sufficiency - A child learns to be independent and to care for himself or herself and his or her belongings in a responsible manner.
Self-Assessment - A child learns to assess his or her own abilities and behaviours, begins to take pride in his or her accomplishments, and develops a sense of self confidence.

It is proposed that a number of European national representatives present
1) An overview of the IEA/Preprimary Project
2) A review of the expectation data from individual European contries
3) A cross national overview of the data collected
4) A discussion on possible implications for teacher training, curriculum development and future research.

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The Effectiveness of a Multipurpose Non-Formal Education Model for Young Children and their Mothers

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C7

This paper presents the results of an evaluation research on a nation-wide home intervention program, namely the Mother-Child Education Program, which is implemented in low SES contexts. The program has three elements: (i) a program to sensitize the mothers to the social and personality development of the child, (ii) a program to foster the cognitive development of the child (iii), a program for family planning and health. The program lasts 25 weeks and aims at empowering the mothers of children who are in the year prior to formal schooling. The evaluation research aimed to study the impact of the program on children and mothers, to investigate the process of the program, to monitor its dissemination and to make recommendations for improving its effectiveness and efficacy. A pre-post control group quasi experimental design was used: the children and mothers were assessed on different variables both before and after the program. There were 102 experimental and 115 control mother-child pairs, the total sample being 217. The children and the mothers were chosen from four out of 35 provinces in which the program was applied. The results revealed that the Mother-Child Education Program has important effects on the cognitive development of the child as reflected in the significant increase in the performance of the trained group with respect to pre literacy and numeracy skills illustrating clearly that children in the program were more prepared to deal with the expectations of formal schooling than their counterparts who did not participate in the program. Moreover, the findings indicate a positive change in the child rearing practices of the mothers of the trained group. The change reflects the presence of certain mother-child interactions which lead to more adequate growth and development of children. The self-esteem of the mothers in the program was also found to be significantly different than that of the mothers not participating in the program. Thus, the results indicate the fact that the nationwide program was successful in reaching its main goals. Furthermore, the findings indicate the fact that the program is able to overcome the distressing effects of disadvantaged environments and shows the importance of early intervention for a fair start in school.

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Parents of Infants, Coping in Parent Groups and in Every Day Life. Related or Unrelated Worlds?

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C6

The study investigated coping behavior of parents in parent groups and the interventions of counselors who moderated the group sessions. The participating parents were divided into three groups, one group of only single parents, one group of only parent pairs, and a mixed group.

Four research questions were investigated:

1. Does the coping behavior of single parents differ from that of parent pairs over the 9 group sessions?
2. Did the moderators carry out different interventions with parent pairs and single parents?
3. Which coping behavior of the parents changed over the 9 counseling sessions?
4. Does the coping behavior of parents in the parent groups relate to their personality, family processes and temperament of their children assesssed outside the group session?

A factor analysis yielded four clusters of 14 coping behaviors: 1. Coping with conflict, 2. Empathy, 3. Passive versus active coping and 4. Role balance and empathic behavior between partners.

The frequencies of five types of intervention were measured among the counselors over the nine group sessions: emotional support, support of the parents expressed reflections over their own behavior and insights, support of autonomous coping with conflict of autonomous management and planning of child care, the use of group resources (supporting group cohesion, a positive group climate, encouraging interaction between group members) and offering professional information about child development.

Results:

1. No differences were found in the coping behavior of single parents and parent pairs.
2. Differences were found between interventions with single parent and parent pairs.
3. Two of the four coping clusters (active versus passive behavior and role taking) changed significantly from the first to the last three sessions
4. Relationships were found between parental coping in the parent groups and personality factors, family processes and the temperament of children - assessed outside the groups.

* * *

Father and Child on Part-Time.
Identity Development in Non-Custodial Fathers and their Children

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B6

The project runs from 1995 - 1998, funded by the national humanistic/social research fund in Sweden (HSFR). The objective is to study how fathers and children develop their mutual relations and form their personal identities in interplay with each other after divorce and separation. Special points of attention are

1) To what extent do part-time fathers develop different modes of being in relation to their children. Consequences for father-identitity? Most operative factors?

2) To what extent do children develop different modes of relating to their fathers? How is the identity as son and daughter affected by the part-time relationship?

The theoretical framework is based in symbolic interactionism, modern cultural analysis and developmental and social psychology. Research methods are semi-structured interviews. Fathers are contacted twice with at least one year in between in order to map changing patterns. Children are interviewed at the second occasion.

Preliminary results indicate that these fathers are in line with the fastly changing character of fatherhood and masculinity in modern western societies. Contrary to many research reports on divorce, the fathers generally are intensely active. "Misery" findings are limited to a short initial phase of the divorce process. Fathers are highly reflective and sensitive to cultural problems of defining fatherhood as well as masculinity, and this tendency is not restricted to higher social strata. Some fathers partly repeat their own fathers' life patterns, but are also strongly critical to these. Fatherhood is seen as a very important aspect of life, and it can be described in its various aspects much easier than masculinity.
Children generally are found not to have "lost" their father. They do not define divorce as a catastrophe. Many of them have a high opinion of it as a way of solving emotional problems. On the other hand they have periods of mourning on the father's departure from the family residence, as well as problems of defining themselves in the new situation.
Possible implications are too early to tell, but one thing seems clear: Divorce is not necessarily or always a catastrope, neither for father nor for children.

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A Conceptual Framework for Developing Effectiveness in Early Childhood Education

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B10

Definition of Problem: Research undertaken by the Effective Early Learning Project (Pascal and Bertram 1997) in the UK has aimed to evaluate and improve the quality of early childhood education for 3 to 6 year olds in education and care settings across the UK. This project has been implemented in over 1000 nurseries over the last 4 years and has involved 6,000 practitioners with an evaluative framework, which they could use to make judgements about the quality and effectiveness of their provision and use this information to develop action plans for improvement.

Theoretical Framework: The work of the project has drawn on a number of theoretical sources, including Vygtosky, Bruner, Rogers and Freire. These theories have been used to develop an approach to research in the "real world" in which the central aim has been to empower young children and adults to engage fully in a process of life long learning and mutual development.

Research Methods: The research is located in the naturalistic paradigm and has utilised mainly qualitative methods, but incorporated certain quantitative assessment tools. It is an example of action research by trained practitioners, working within their own early childhood setting, and supported by external advisers. The practitioner research has generated multiple case studies which are being analysed by the research team based at Worcester.

Major Findings: This paper will provide an overview of the conceptual framework used within the project to develop the quality of early childhood provision. The framework is based on three aspects of evaluation: Context, Process and Outcome. Context looks at aspects of the setting which define the environment in which early learning takes place. Process looks at what actually happens within a setting, in particular the nature of the educative relationship between the adults and children. Outcome looks at the products and results of the learning in the setting, including the children's development, the adults development and the institutional development. Finally, it must be made explicit that all of these factors are dependent on the wider Cultural environment in which the setting is located.

Implications for Practice: This conceptual framework is being used by practitioners across the UK and in the Netherlands as a means of evaluating and improving the quality of early learning for young children in a wide variety of contexts. It provides a rigorous and systematic framework which allows a setting to contextualise its operations to suit individual circumstances whilst ensuring a cohesive and comprehensive approach.

* * *

Brazilian Primary Teachers and Parental Involvement: A Study about their Views

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D1

The purpose of this research is, through analysis, to gain insight into parental involvement in pre-schools and primary schools in Brazil. The research has as its main aim, the decription and displaying of the parental involvement situation in that context. The description will show the patterns of parental involvement that a group of pre-school and primary teachers find relevant for their work environment and the community they serve.

To pursue its aim, this research uses a new way to look at PI. School culture has been largely studied as an attempt to understand the characteristics of schools as organisations of adults (teachers), how they operate and the way they do their job. This study proposes to look at PI as part of school culture since it highlights the fact that school is, in the majority of cases, the initiator of PI policies and practices (even in the cases where there is no explicit policy or practice but there are 'common sense' decisions on parents-school contacts) and the relationship with parents. Having said that, we argue that schools may take different directions in the future in implementing different types of parental involvement, if they get to know their own culture, their own opinions about the various ways parental involvement can be applied. Through getting to know the patterns of PI we may also disclose information that may explain teachers' limitations, weaknesses and lack of training to deal with parents, as well as their strengths and where they stand from the parents involvement policies point of view. It is also argued that the ethos of the schools may reveal their readiness for certain types of parental involvement. The main aim of the study is to find out what this group of teachers think about different forms of parental involvement. The long term aim however is to enable teachers to deal with parents' demands and needs more adequately. We therefore expect that the data will reveal the PI culture in that context.

Research conducted in Britain, America and in some other parts of the globe have shown convincingly that parental involvement is important for children's learning, attitudes to school, and aspirations. Research has also suggested that PI may also contribute to more successful family environments and relations, and therefore more successful students. On the other hand, schools also benefit from this openess to parents when they become more knowledgeable about the students and their families. There is also growing literature which documents the importance of school and family connections not only for increasing student success in school and for strengthening parental involvement programs but also for highlighting parents' efforts to become more knowledgeable about the process of school education.

This study used a structured questionnaire that contained 40 statements about parental involvement practices as described by Joyce Epstein (1989 in Brandt, 1989) and others (Cyster, 1979, Jowett et al., 1991). The sample consisted of 181 teachers in 11 Brazilian state pre-schools and primary schools in Belo Horizonte, Minas Gerais, in the southeastern part of Brazil. This study also includes a small qualitative study that accounts for parents' views about parental involvement.

Early results show that teachers tend to rate certain types of parental involvement higher than others (that for instance are considered more complex). From the first exploration of data, it seems that the more complex ways to involve parents with education need to be further explored so as to clarify to teachers how it can be done and implemented. Initial analysis also

indicate some similarities between teachers' and parents' views (as reported in the paper presented in EECERA at last year's conference).

* * *

A System for the Expansion and Development of School into a Space of Constructive Engagement for Three Childhood Age Categories

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D6

Definition of the problem:
- Approach of the New Education and New Schools (Dewey, Kerschensteiner, Herrmann, Lietz) with emphasis on the expansion of the school toward external spaces under a different viewpoint.
- Correlation of the real world with the symbolic world of the school.
- A critical problem in the kindergarten is the relation between real experiences and corresponding concepts, indispensable in today's scientific and technological world, and vice versa (Piaget, Vygotsky).
- Questions posed by the Design theories, such as the approach by the children to the principles of Morphology and Planning of the school space itself as well as of additional spaces (yard, nearby areas), using materials which offer correlations between the real and the aesthetically Beautiful.

Theoretical framework:
- Principles of Design and anthropological/anthropometrical approaches of a timeless kind.
- The need to adapt school dimensions to anthropometrical dimensions (relation between the child's body and the space and objects).
- Creation of an aesthetic concept in the child through individual and group experiences.
- School / man / objects, three mutually complementary units, which are useful keys in a changing society.

Research methods:
- At 20 kindergartens of the Thessaloniki area, the above theoretical principles were translated into materials that were used inside the school, thus enabling the children to place themselves into spaces created by them for their own needs.
- The concepts of doubling, tripling and apposition of similar or different objects and forms were used.
- Photographic recording of the children's activities, enabling the on-the-spot observation to be complemented by a subsequent comparative study.
- Recording how the children observe, deal with and solve individual problems in space (dimensions, movement in space, volumes, mobile elements) in a climate of action research.

Major findings:
- Constructive rearrangement of space in accordance with the scattered prescientific concepts available to children and the individual aesthetic situations they experience.
- Use of objects and space to represent emotional situations or impressions from the outside world, as transformed by the children.
- Acquisition by the children of the capacity to transform space and create alternative solutions and proposals as well as of the parallel capacity to transform objects of experience into utilitarian objects and pedagogical tools.
- Acquisition by the children of an analytic and synthetic concept of space and its individual elements as a way of mathematical thinking, aesthetic harmony and symmetry as well as of satisfying functional needs.

Evaluative Conclusion:
Comparative correlation of individual activities with holistic accomplishments, so that the validity of action research can be investigated and vice versa.

Implications for practice:
- The holistic approach and the materials arising from research have formed a system of applying the Design theories into preschool education.
- The system was transplanted into a village near Kastoria Lake in Northwestern Greece, where the local authorities arranged a given area next to the lake as an expansion of the constructive activities by the kindergarten and the school.
- Planning of space construction and individual equipment (children's tables, chairs, toys, decorative elements), adaptation of utilitarian objects for uses related to the engagement and recreation of children in sectors of the social, educational and cultural life.

* * *

Soziokulturelles Milieu und soziometrisches Auswahlverhalten griechischer Vorschulkinder

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A10

Die vorliegende Studie ist Teil eines Forschungsprojektes, dessen Intention die Untersuchung des soziometrischen Auswahlverhaltens griechischer Vorschul- und Schulkinder im Alter zwischen 5 und 12 Jahren ist.

In anderen Untersuchungen wurden Unterschiede bei Kindern bezüglich ihrer soziometrischen Auswahl festgestellt. Insbesondere wurde dabei konstatiert, daß sozioökonomische Faktoren, das Bildungsniveau der Familie und das kulturelle Umfeld/Milieu sowohl den Entwicklungsverlauf als auch ihr Auswahlverhalten der Kinder auf jeder Entwicklungsstufe beeinflussen.

Das Ziel der vorliegenden Studie ist die Ermittlung von Kriterien, die eine sozioökonomische Auswahl beeinflussen. Es wird untersucht, in welchem Ausmaß diese mit dem gesellschaftlichen Umfeld und dem Bildungsniveau der Familie von Vorschulkindern zusammenhängen. Die

Stichprobe besteht aus 60 Vorschulkindern, die aus ländlichen, kleinstädtischen und großstädtischen Bereichen Nordgriechenlands kommen (jeweils 20 aus jedem Bereich). Angewendet wurden soziometrische Techniken zur Erfassung der sozialen Beziehungen verschiedener Kindergartengruppen und der Darstellung des soziometrischen Profils von Personen, die einen besonderen Stellenwert im soziometrischen Netz einnehmen.

In der Auswertung werden die Kriterien herausgearbeitet, die Kinder benutzen, um ihre Präferenzen bzw. Abneigungen zu begründen. Von besonderem Interesse ist dabei die Ermittlung des Einflusses, den die sozioökonomische Konstellation und das Bildungsniveau der Familie auf den soziometrischen Status der Kinder ausüben. Abschließend wird ein Kriterienvergleich der Kindergruppen aus den drei verschiedenen Umfeldern (ländlich, klein- und großstädtisch) durchgeführt.

* * *

Family in Post-Totalitarian Society: Experience of the Analysis of Psychological Models

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D4

Introduction: The family is the main society cell of a person's power, separation and a person's upbringing problem-solving. In the new independent countries of the former Soviet Union there are difficult processes of moving towards democracy and market economy. The slogan of the International Year of the Family "Building the smallest democracy at the heart of society" is very important in post-Soviet psychological space at this time. It is nesessary to study the family-psychological models in such societies and to create new psychological models of the family and child-rearing.

Objective: The objective of our investigation was to study the family-psychological models in the Ukraine, the influence of family models to the system of child-rearing, to create a background of a partner family relationship formation.

Methods: We used the methods of cross-cultural analysis of family-psychological models in different societies. We considered the totalitarian and partner models of the family on the reflection on post-Soviet psychological space and we investigated it in a psycho-historical context.
We used the following experimental methods: drawing tests for children, especially the test "Fantastic Animal", "House, Tree, Person", "Family Drawing". We also established a special test battery for the diagnosis of intellectual, emotional and behavioral characteristics of schoolchildren.

Subjects: 250 children aged 5-7 years. We also organized a parents' psychological club. The club's objective was the diagnosis of family problems and psychological support of parents.

Results: We created a psychological structure of typical family relationships in post-Soviet Ukraine. We determined the system of psychological models of a post-totalitarian personality. We received experimental data that showed a high level of interdependent relationships between family members, a high level of stress among children, a high level of children anxiety (61%), communication difficulties (55%), a break between real life and fantasy life (27%) etc. The next result is an absence of readiness of adults to partnerships in family. There is a high level of stress among women due to assuming responsibility for all family problems.

* * *

Procedes de Regulation du Groupe de Jeu Entre Enfants de 12 à 18 Mois, Observé à la Crèche

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B12

Nos researchès précédents ont montré que les enfants, observé en petits groupes (de 3 à 8) dans des situations de jeu aménagé dans les crèches, se montrent capable de participer à l'activité du groupe pendant un temps considerable (30-40 min.) Stambok et al., 1983, 1992; Bonica, 1983).

Pour rester si longtemps dans la dynamique de groupe il est necessaire que les enfants contribuent activement à la regulation des rapports interpersonnels, soit eux, soit entre eux et l'adult.

L'analyse permit d'aboutir aux conclusions suivantes:
- d'une part, à toutes les agés, les enfants sont attentifs à toutes les évènements autour d'eux, soit humains (pleure, conflicts, joie, etc.) soit physique, produit fortuitement ou intentionnelement par l'activité d'autrui avec des objects.
- ds process. The cs'engagent, d'une facon differente selon l'age, pour combiner l'intérêt vers objects et l'interet vers les partners et pour resoudre les conflicts socio-cognitifs et les conflicts socio-émotionnels, que la situation de groupe comporte.

Ces capacités de regulation réciproque dans le groupe, chez de si jeunes enfants, amènent à une reflexion plus génèrale sur le role des institutions collectives, telles que les crèches, dans le développement socio-émotionel et cognitif des enfants.

* * *

Paternal Ratings of their Children's Behavioural Problems

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C6

Traditionally, the mothers represent the parents when asked to report about their children's development. Recently, Norwegian fathers have increased their share in parenting. Thus, they challenge researchers to include paternal ratings in addition to maternal ratings when collecting data about their children.

A prospective longitudinal study about behavioural and psychosomatic problem in children, as measured by BSQ and the Rutter scales A/B, was conducted in a Norwegian birth cohort from child age 4 until 15 years. Initially 140 families participated. The attrition has been low. At the 4th data collection, at child age 15, the study was expanded to include paternal and child ratings. Also two other cohorts of 13 and 14 years olds were included as well at their mother and fathers.

Fathers reported higher prevalence of behaviour problems in their adolescents than the mothers, respectively 6% and 5%. The children themselves reported 24%.

High stability in maternal assessment about their children's problems were found between child age 4, 7, 10 and 15 years. The associations between the 15 year old's own assessment of behaviour and these previous maternal ratings were low.

The correspondence of problem reporting between the fathers and the children was better than between the mothers and the children. Implications for the validity of maternal reports will be discussed.

* * *

"The Most Perfect Profession for a Woman"
Early Childhood Education as a Female Construction

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B1

In this presentation, gender perspectives on the formation of the pre-school teacher and on the formation of a domain for education and upbringing of younger children will be brought into focus. The presentation is based on the results of three studies which have dealt with the periods 1900-1945 and 1945-1972 and 1980-1995 in Swedish pre-school history. Theories of gender and professionalization have provided valuable means for understanding the data.

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The following methods have been used: Text analysis, both quantitative and qualitative of the Swedish magazine "Kindergarten" (The Pre-school); analysis of official reports and legislation; interviews and analysis of various archive material, especially correspondence have been used.

The professional field was designated as female territory. What were the implications of this for the development of the profession and the domain? And - What are the implications of the fact that a high quality public education including the caring of children is a precondition for equality?

The dominant gender ideology which permeated society at the time of the formation of the kindergartener, the pre-school teacher, determined a woman's predisposition for her home and children. The pioneers in this field were not opposed to the ideology of a basic inequality of gender; instead they used its concepts for their own purposes: to create an appropriate profession for women and an educational environment for children.

The dominant gender ideology for women has been nearly the same as the domant ideology for the appropriate pre-school teacher during the entire period. Early childhood education and care is a field constructed by and for women. The professionalisation, the developmental processes and the pre-school didactics are dependant upon that fact.

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Formal Features for Young Children's Memory Of Media Content

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A9

Media messages are conveyed through a symbolic code, known as formal features. These features, such as action, sound effects, and singing, must be decoded for young children to understand media messages. The purpose of the studies presented here is to describe the role that various features play in children's memory of educational and prosocial content, be it presented on a television or a computer. In particular, the role of action and sound effects is explored in relation to young children's understanding of linguistically-presented content. Using Berlyne's theory of perceptual salience as a framework, we hypothesized that younger more than older children would be dependent on attention-getting features, such as action and sound effects, for memory of significant content. After showing children television or computer programs that varied in the use of features, we examined their memory of education and prosocial content. As predicted, children remembered educational and prosocial content best when language was presented with relevant actions, in part because action provides a visual mode that children can use to represent content. Beneficial effects of action occured after exposure to television or computer presentations. In addition, sound effects improved children's selective attention to significant television story content, supporting the thesis that attention-getting features can mark significant content for further processing. These findings suggest that the creators of educational television and computer programs should use action and sound effects judiciously, for the form of the presentation has important consequences for effective delivery of content to young children.

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Die Vorschulerziehung zwischen Autonomie und Piaget

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D14

Egoistische Tendenzen bei gleichzeitiger Unfähigkeit, die eigene Meinung zu vertreten, gehören zu den negativen Erscheinungen, die man im Verhalten von Heranwachsenden und Erwachsenen beobachten kann. Auch wenn die tieferliegenden Gründe für derartige Phänomene zweifellos bei den herrschenden sozioökonomischen Verhältnissen zu suchen sind, darf behauptet werden, daß solche Verhaltenstendenzen durch das antagonistische Klima und die Fremdbestimmung des Schülerhandelns in der heutigen Schule weiter verstärkt wird. Nimmt man die Funktion der Schule als Korrekturinstanz für erkannte negative Erscheinungen in der Gesellschaft ernst, sollten gerade diejenigen Unterrichtsverfahren bevorzugt werden, die in einer Atmosphere gleichberechtigter Kommunikation die Erlebnisse der Schülergruppe in den Mittelpunkt der Bildungsbemühungen stellen. Wir halten das erlebnisorientierte - kommunikative Unterrichtsverfahren für einen aussichtsreichen Versuch, Mitarbeit statt Egoismus und Selbstbestimmung statt Fremdbestimmung zu erwirken, und wir meinen, dass dieser Ansatz entsprechend den besonderen Interessen und Bedürfnissen der jeweiligen Altersgruppe auf allen Stufen des Bildungssystems einen zentralen Platz einnehmen sollte.

Dieses Unterrichtsverfahren wird seit mehreren Jahren an einigen mit pädagogischen Abteilungen der Hochschulen Athen und Ioannina zusammenarbeitenden Vorschuleinrichtungen erprobt. Nach den bisherigen Erfahrungen scheint es sich auf manche Aspekte des Schülerverhaltens positiv auszuwirken: grösseres Interesse der Kinder, aktive und zielstrebige Teilnahme am Klassengeschehen, Rückgang der Langeweile, Mitarbeitsbereitschaft und -lust, Kreativität, mehr Möglichkeiten zur Entfaltung persönlicher Fähigkeiten u.a.m. Das erlebnisorientierte - kommunikative Unterrichtsverfahren ist an keine bestimmten didaktischen Methode gebunden. Passend ist jeder methodische Ansatz, der auf Schülerinitiative und Kreativität Wert legt. Für besonders geeignet halte ich u.a. Unterrichtsmodelle, die von der Entwicklungspsychologie Piagets ausgehen. Solche Ansätze sind ein wichtiges Forschungsobjekt unserer Hochschulabteilung.

Wir versuchen zur Zeit, das erlebnisorientierte - kommunikative Unterrichtsverfahren mit didaktischen Modellen "Genfer Prägung" im Sinne einer Kombination von situations- und funktionsorientierten Modellen miteinander zu verbinden. Dabei fassen wir den situationsorientierten - kommunikativen Ansatz als Orientierungsfaden für Bildungs- und Unterrichtsentscheidungen auf, und die Modelle, die sich auf Piaget berufen, als didaktischen Rahmen für das konkrete unterrichtliche Vorgehen. Wir erwarten von den entsprechenden Schulversuchen, die für das Schuljahr 1997-98 an 150 griechischen Vorschulen geplant sind, dass sie günstige Voraussetzungen schaffen, damit die Schule auf die Interessen, die Fähigkeiten und die Probleme der Kinder besser als bisher eingeht.

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The Flemish Educational Policy with Regard to Children Needing Special Attention. Principles of a Successful Innovative Strategy for Elementary Schools

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D9

Since 1993 the Flemish government stimulates ordinary elementary schools (age range: 2.5 to 12 years) to improve the quality of education through the project "Extending Care for Children Needing Special Attention". This large scale project is an answer to the high percentages of school failure in Primary schools by the end of which 17% of the children has stayed down a grade. The project "Extending Care" has launched an innovation process making schools capable to take account of the particular backgrounds and developmental needs of all children and with special attention for children from disadvantaged homes.
The Flemish Department of Education invests, at an annual basis, more than 650 million BeF (ca. 17 million ECU), in schools that have submitted an action-plan that has been approved of. Such an action-plan describes the initiatives the school plans to take in order to extend its care. The action-plans cover four dimensions: (1) they unfold a systematic plan or child monitoring system to track down children who are running the risk of "falling out of the boot", (2) they elaborate initiatives to help these children to pick up their development, (3) they make clear that taking care of all children is a matter that concerns the whole team; (4) they describe initiatives to involve the parents.

In the school year '96-'97 ca. 3,000 schools (this is 71% of a total of 4,330 primary schools) submitted an action-plan, while 1,300 of them were accepted (41%). Their teams receive between 6 and 18 extra teacher-hours a week to support the implementation of the plans.

The project "Extending Care" can already be seen as the most important educational innovation for the nineties in the Flemish elementary school system because it does not limit itself to isolated efforts for children who need special attention, but it engenders changes in the core elements of teaching: teacher style, flexible organization, selection of contents that are geared to the interests and capacities of children...

The success of this project is linked to the rationale behind the content and organization. Six components of the innovation strategy will be discussed, including a description of the content and format of the in-service training project that supports the innovation.

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Extending Diversity? The Introduction of A National Nursery Education Voucher Scheme

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D7

The introduction in England in April 1997 of a nationwide nursery education voucher scheme has been preceded by considerable discussion in the press, the setting up of regional conferences and a deluge of paper from the Department of Education and Employment (DfEE). The vouchers issued to parents of four year old children can be used to pay for preschool education in "schools, nurseries, playgroups and other providers in the maintained, private and voluntary sectors which register for the Scheme" (DfEE, Nov. 1996). A pilot, covering four local authorities, was started in April 1996 and has been extensively reported both by the DfEE and by organisations involved in work in early years (i.e. National Children's Bureau, Pre-school Learning Alliance). Side effects already evident in the pilot study include some expansion of nursery provision, children being taken into school at an earlier age and the closure of some playgroups (Pugh, 1996). Our small scale study seeks to ascertain the effect the introduction of these vouchers has had and is continuing to have on those not involved in the pilot. From our work with pre-school providers it has become increasingly obvious that in some areas, considerable changes are taking place, whilst in others there have been relatively few. Our study which will be completed in July 1997 examines the nature of these changes through questionnaires, and interviews with providers. The first set of questionnaires focused upon the preparation which has taken place for receipt of these vouchers and looks at work loads, administration resources and support given by the government. A second set will be sent out toward the end of the school year and will survey the successes and problems encountered by the providers.

It is anticipated that the research findings will provide evidence of the initial effects on preschool provision, beneficial or otherwise, of a centrally imposed system.

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Effects of Prior Knowledge on Children's Readiness to Learn: Early Learning Programs and Early Media Experiences

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Introduction to Symposium

A9

Children bring a store of knowledge and approaches to learning with them as they enter school. However, not all children begin school prepared with the same foundational learning

skills. What does it take for children to be "prepared" and what factors contribute to the disparities among children's readiness? The general issues of what skills of learning need to be fostered is the subject of the larger concern of this symposium.

A number of preschool educational and social programs were designed to bring all economically disadvantaged children up to a level of preparedness by the time they entered school. Guided by the assumption that all children can be brought to the necessary learning level by the time they enter school and the premise that these interventions were providing learning experiences that were missing in economically impoverished environments, a wide variety of approaches to early childhood education were adopted. Some of these programs were experimental research studies while others were large scale public implementations, such as Head Start. A number of questions and debates surrounded the value of preschool education in addressing learning issues that were seen to be rooted in economic circumstances. The questions, for the most part, have been addressed and answered by research. The debates persist, however, concerning age at which the interventions should be implemented so that the children enter school with lasting learning advantages, how many years a child needs to attend a preschool program in order to truly be on a comparable learning level with other non-disadvantaged children, and the factors that contribute to the quality of the early learning programs.

The premise is that early years of development present special opprtunities for learning. Neuroscience literature indicates the value of enriched experiences during early development and characterizes the period as a "window of opportunity" for lasting effects. Preschool programs have been shown to impact both cognitive abilities and the socialization of young children in ways that affect their school learning. Cognitive outcomes have included IQ gains of 8-10 points; lowered grade retention and use of special education services after school entry, improved thinking and reasoning skills; and increased motivation and higher learning expectations by both children and their parents. Social development effects attributed to the early childhood programs included increased independence and increased social confidence; fewer contacts with the criminal justice system in later years; and fewer out of wedlock births. A 1995 report (National Conference of State Legislatures) sums up the evidence for the effects of preschool: "The good news is that there now exists a significant research foundation to inform state policy development. Today, lawmakers know with great confidence not just that quality program work, but also what makes them work" (Packard, 1995).

The symposium will explore the specifics of these findings and what contributes to successful early learning from experiences with media such as television and computers.

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Prior Knowledge and Transfer of Learning: The Role of Television

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A9

Most current theories of human learning and cognitive development emphasize the role of experience in constructing a knowledge base, in creating strategies for learning and thinking,

and in learning the circumstances for applying knowledge (Anderson & Collins, 1988). Since children spend more time with television than they do in school (Dorr, 1986), it is not only reasonable to assume that the entertainment medium has some impact upon children, but is also important to determine how these viewing experiences influence academic learning - both its acquisition and its application.

The topic of learning from television involves a complex network of issues: Prior knowledge before entering school; outside school influences, including culture and cultural tools such as television; the cognitive demands required for understanding visual media; and so forth. The following is organized to assess the effects of television upon school readiness and early school performance first. Some of the other issues surrounding the learning consequences of television viewing for school-aged children will be summarized also. The latter is important in evaluating the knowledge bases children develop in the course of learning and how knowledge is used.

Based on how much TV preschooolers watch, we might ask: Does viewing relate to school readiness? Does viewing relate to school performance? Is there a relationship between program content and school content? Based on how much TV school-age children watch (K-12), we might also ask: Is there a relationship to school performance? Is viewing related to specific school content areas? Are there viewing differences in age bands: e.g., grade-school; middle school, high school? Are there cultural or SES factors that are relevant to the prior knowlege and transfer issues? For example, do we know if bilingual children who watch more TV have different language abilities than those who do not watch television?"

Three sets of issues will serve as a framework of the discussion: (1) What is brought to school in terms of Cognitive Preparedness; (2) What is brought to school in terms of Social Constructions; and (3) What Contributes to Learning? In addition to questions about the cognitive effects of television viewing, a number of studies have indicated that there are also influences of television that perhaps contribute to learning. Comprehension and attention mechanisms that are necessary for television program understanding have been cited as the most relevant for school settings. These issues will round-out the discussion.

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Children's Autonomy in Class Conversation

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B4

Conversation between children and adults is not easy. There are many gaps of understanding. By observing themselves professionals can learn how to speak with children in order to communicate ideas and to succeed in making young people have good interactions in class. The most important authors in our theoretical framework are: Florin (1985 and 1991), Brunner (1983), G. Wells (1988), Calsamiglia et al. (1997), A.F. Garton (1994).

We have carried out a co-operative research between a pre-school teacher and a teacher from the Early Years Education Department of the Faculty of Education of the University Autònoma

de Barcelona.

The aim of the study is to improve the interaction between teacher and four year old children and, at the same time, to record lessons that will be observed and analysed by pre-service students at the Faculty of Education.
We have video-recorded the sessions. Then we have transcribed the lessons and interpreted the teacher and children's utterances, classifying them according to certain categories.

Our main conclusions are that it is better for children to participate in organised interactions in an autonomous way, than to do it with the leadership of an unskilled adult leader. At the age of 4, children can order ideas and progress in knowledge in the interaction with other children.

As a result of our study, the pre-school teacher has realised the verbal interaction capacities of children in children-centered situations, and this has made her modify her behaviour in the classroom. Apart from this, our faculty students have now the opportunity to learn about classroom interaction from real life materials.

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Risk Group Families and Social Protection of Children in Russia

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D10

The transition of Russia to new economic relations, along with undoubtedly positive consequences, was accompanied by increasing the number of risk group families. Children from these families need protection of the society, as they have great problems of social, medical, psychological and pedagogical character. At present a new institution of childhood protection is introduced in Russia - a foster family, which pattern is adjusted to the conditions of this country.

In working out the Russian pattern of foster family and childhood protection sociological theories of socialization, marginality, counter-culture were used. There were the following research techniques: the analysis of social statistics, observation, experts survey, experiment.

Outcomes: developing the theoretical conception of improving social protection for risk group children. Working out the pattern, new for Russia, of institution for childhood protection - foster family.
Evaluative conclusions: working out the normative juridical and methodical documents, regulating the organization of foster families.

* * *

The Problem of Social Mediation: Educational System for 3-7 Years Old Children

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C15

According to Vygotsky's theory, the most important unit of a psyche is a cultural tool, a sign, the mastering of which leads to the development of higher psychic functions. Vygotsky supposed a sign is primarily a word, a concept that is the main tool of mediation of child development. But in the analysis of early childhood development there is a contradiction between the possibilities to master the concept and the visual forms of cognition of young children.

The same data in the form of cultural mediation in preschool age were obtained in research by Zaporozshets, Venger, Poddiakov and others. These data showed that there are specific visual form of mediation in early childhood. There are different types of visual tools: visual models, schemes, symbols, which children can use in their activity.
On the basis of these data, Venger and his colleagues elaborated the concept of the abilities. The abilities were defined as the systems of existing in culture-psychological tools and operations with them, which are used to orient a person in reality. This concept was the foundation of the elaboration of a new educational system for children from 3 to 7 years - program "Development".
In contrast to the traditional curriculum oriented towards the formation of knowledge and skills, the main educational objective of this curriculum is the development of intellectual (the use of visual models) and creative (the use of symbols) abilities in children.
In this curriculum children acquire the abilities and master the corresponding cultural tools in the process of a carefully organized joint activity together with the teacher (in the area of special study showed as a result of such lessons (which were organized mostly in play form) children made significant progress in development.

* * *

Teachers' Educational Ideologies and the Intensity of Educational Discrimination of Pupils

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A8

Definition of problem and theoretical framework: Discrimination is defined as a correlation between the social status of a child (sex. SES) and the effects of education (academic achievement, school grades). The main purpose of the study was to examine the within-school de-

terminants of education discrimination process in primary education. The major determinant considered was teachers' ideological preferences. Within a theoretical framework, the phenomenon of educational discrimination comes from psychological and sociological theories of the education part in the reproduction of the social structure and social order.

Method: 29 classrooms (9 year old pupils, 3rd grade, an average of 25 pupils in the classroom) and their teachers were examined. Academic achievement (math, comprehensive reading), pupils' family SES (parents' education) and teachers' ideological preferences were measured. Ideological preferences were investigated with 3-dimensions inventory of educational ideologics (by K. Konarcwski). These dimensions are: bureaucratism, romanticism and liberalism; 6 indicators of the intensity of educational discrimination were defined: (1) correlation between SES and academic achievements (2) correlation between SES and school grades, (3) correlation between SES and school grades with control academic achievements (partial correlation), (4) correlation between sex and academic achievements, (5) correlation between sex and school grades, (6) correlation between sex and school grades with control academic achievement (partial correlation). Correlation coefficients computed for each classroom between pupils' sex, SES and academic achievement, school grades. Connections between ideological variables and discrimination variables (unit of analysis: classroom) with statistics tools (ANOVA, multiple regression) were analyzed.

Results and their interpretation: The results confirmed the significance of teacher mentality as determinant of educational discrimination processes and threw light on within-school mechanisms of the reproduced social structure and social order (comp. B. Bernstein, P. Bourdieu). These results also showed that mental correlates of educational practice often are forms of false awareness (Marx).

* * *

Children's Achievement in Mathematics

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B5

The purpose of this research is to examine children's achievement in mathematics and the impact of the socioeconomic status SES and place of schooling of educational opportunities in Early Years in Poland.

Despite ample documentation of Polish children's (especially rural children's) low levels of school achievement, we know little about the underlying causes. We have little empirical evidence on the role of parents and teachers in preparing children for school and learning in grades 1-3. In 1995 and 1996 a large research project was started concerning the influences of social (home - environment) and within-school determinants upon children's school careers. The subject of this project is the cohort of about 900 children attending 50 classes in 30 primary schools. Children were given arithmetic tests. Bivariate correlations were run to examine associations between home and school variables; child-performance depends heavily

on the social class of the family.

The assessment will provide a platform for future development of the curriculum, teacher training and in-service training. This paper documents the curriculum for the small town of Kwidzyń.

Theoretical framework: Theory of Cultural and Social Reproduction (Bourdieu), Realistic Mathematics Education (Freudenthal).

* * *

Preschool Childrens' War Play: How do Greek Teachers and Parents Cope with it?

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D5

Lately, many children are born and live in countries where war takes place and in several cases they do not have the opportunity to grow up and enjoy peaceful life. But in the other countries that there is no war, children are exposed to violence and aggressiveness daily as witnesses (or victims) of such acts or through the media and especially television.
Therefore young children show a great interest for war play, a play that has consecutively and for many years concerned teachers and parents, whose opinions are biased. On one side there is a belief that through that play children are involved with aggressiveness, violence and militarism and on the other side it is supported this kind of play meets needs and desires of youngsters (expression of aggression, development of fantasy, need for power and control and so on). In addition, there are people that think that both opinions are somewhat right and are somewhere in between confused about what is best for their children.

In the USA, two researchers, Carlsson-Paige and Levin, have extensively studied children's war play and how teachers and parents cope with it. We replicated two of their studies with Greek teachers and parents of preschool children, this running academic year. Teachers and parents were both interviewed and completed a questionnaire with questions relevant to the research questions. The research questions concerning the teachers were the following: 1) Do children of their class engage in war play and if they do in what kind of play do they take part in? 2) How do they react to this kind of play and how do they feel about this reaction? 3) What is their opinion about the Mighty Morphin Power Rangers? 4) Do children of their class show interest about the Power Rangers and if they do, what kind of influence do these superheroes have on these youngsters, according to their observations? 5) What do parents of their class think about childrens' war play and especially Power Rangers? The research questions concerning the parents were the following: 1) Does their child engage in war play and if he does: a) in what kind of play does he take part in? b) when and how did his interest for war play begin? c) what is their reaction to this kind of play of their child? and d) if their child watches TV what kind of programs does he like to watch? 2) If their child does not engage in war play: a) do they think that this happens because he is not interested in this kind of play or for any other

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reason? b) what they would do if their child took part in this kind of play? and c) if their child watches TV what kind of programs does he like to watch?

The results and conclusions of this study will be presented in this presentation.

* * *

Examining the Notion of Autonomy in the Context of Early Literacy Learning in Four European Countries

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Carmen Garcia Colmenares
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Gella Varnava Skouras
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A3

The authors of this paper are the four members of a Thematic Network, Early Literacy in Context, funded by DG XII of the European Commission as part of its programme for Targeted Socio Economic Research. The network serves to connect four research projects exploring innovative practice in literacy teaching in the UK, Spain, Italy and Greece.

Definition of Problem: Although degrees of concern vary, all countries of Europe seem to be experiencing anxieties about how we initiate young children into literacy, as school populations become more culturally diverse, and as the literacy demands of later learning and the world outside school become more complex daily. Through their involvement in IEDPE (l'Institut Européen pour le Développment de tous les Enfants), the four researchers had already worked together (Dombey and Spencer 1995), and proposed this network on a basis of shared concerns, in particular for those in danger of school failure and associated marginalisation. All the projects involve schools which serve communities where this danger is very real. Yet the national and regional contexts are very different.

Recognising that literacy teaching and learning are not neutral enterprises but cultural activities heavily influenced by their social context, the members of the network were concerned to explore the four component projects from a 'European' perspective, to see whether there are significant commonalities under the rather different practices which the various projects have developed.

Theoretical Framework: All the projects are based on important shared theoretical foundations:
- a conception of reading as 'simultaneous, multi-level, interactive processing' which owes much to Rumelhart (1977);
- a view of the early stages of literacy learning which accords the construction of meaning prime place (Goodman 1968);

- a view of learning in general and literacy learning in particular as a process which is most fruitful when the learner has a degree of autonomy - that is when s/he is actively engaged, involved in drawing inferences, constructing hypotheses and making judgements, rather than simply following instructions (Ferreiro and Teberosky 1979);
- a sense that this active engagement operates most productively through social interation rather than through the individual child's solitary encounter with learning materials (Vygotsky 1978).

Research Methods: The four projects all take the form of action research case study

Major Findings: Rather than highlighting significant commonalities, the exchanges and the two meetings held thus far, one focusing on work in Infant Schools in Modena (Italy), and one on work in Infant schools in Brighton (UK), have thrown up questions and issues that reveal the complexity of the cultural dependence of literacy learning. While all the network participants are concerned to develop children's autonomy as literacy learners, conceptions of what this means differ markedly. Thus far the various exchanges involved in the network have raised the following questions:

- Does explicit attention to the code in the early stages of learning to read necessarily inhibit the development of autonomy in the learners?
- Is it legitimate to talk of children taking the initiative in a context where the field of activity is determined by the teacher?
- Do complex orthographies such as English demand a different approach in the early stages, with more explicit attention to the code?
- What does autonomy mean in the context of early literacy learning?

Evaluation/Implications for practice: The network itself constitutes a sort of evaluation of the projects which it brings together. In particular the comparison of indicators of success in these four research projects is instructive. As to implications for practice, in enlarging the evaluation of the individual projects, the network implies extensions to the practice in each of these, through a salient contribution to the evaluation element in the action research cycle.

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Education to Young Children in Primary Schools

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A15

Preface: The inspectorate of education in The Netherlands has a controlling duty, an evaluating duty, a stimulating duty and a reporting duty. The inspectorate passes judgement on the quality of education by means of school and system evaluations. This may regard an area of learning, an aspect of school management or an item such as "education to young children in primary schools".
During the conference you will be informed of an imminent evaluation of the quality of education to the first three groups of primary school, that is to say education to four to seven or eight year-old pupils. The methodological implications of inspectorate evaluations in general

and of this subject in particular will be explained in the presentation. You will also be informed of the framework of evaluation developed and the appertaining instruments and methodology implications.

Definition of problem: The primary school, a joining together of former nursery education (4-6 year-olds) and primary education (6-12 year-olds), came about in 1985. One of the reasons for integrating these two types of school was the plane of fracture that existed between nursery education and primary education. There are three statutory requirements that play an important role in evaluating education to young children. In the first place the Primary Act speaks of an "uninterrupted process of development of pupils" and in the second place of an "all-round development". Thirdly an article on attainment targets was included in the act in 1993, stating what in fact should be provided within the nine areas of learning in primary school.
These three statutory requirements apply to primary school as a whole. In all groups all-round education and specific objectives are to be a part of education. The inspectorate already evaluated the quality of education to young children before (1992, 1994a and 1994b).
The question for the evaluation is: Is education to children of 4 up to and including 7-8 year-olds of a sufficient quality?

Theoretical framework: The theoretical framework has been described in the evaluation framework which the inspectorate uses as the basis for evaluation: a reference framework as regards content for proper education to young children. This framework of evaluation describes, in the inspectorate's view, the key aspects of the quality of education to young children (standards), the quality that can be observed in practice on the basis of these data (indicators) and which indicators should at least be met in order to arrive at the judgement that a standard has been sufficiently realised (norms).

Method of evaluating: Evaluation is systematically gathering information aimed at judging the quality of education, performed to enable decision-making with regard to education.
The presentation will describe the steps in the evaluation and the procedure during the school visits. A paper containing the framework ist available.

* * *

Educational Implications of Dealing with Children in Heterogenous Cultural Contexts: Intercultural Education and its Realisation in the Training of Preschool Teachers

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B14

Dealing with cultural diversity as a task among early childhood services can be focussed on individual autonomy against the backgrounds of family and the skills of preschool-teachers.

Children construct their self-concept in interaction with the material, psychological and cultural environment in which they are situated. Building the ability of self-determination under

conditions of change and alienation requires subjective knowledge by the teacher to detect children's cultural needs and to give orientation.

Research within the frame of intercultural education which enables to prepare preschool-teachers to take decisions- in the best .nterest of each child - must allow 1) culture-specific concepts of development and (2) child-centered assistive integration strategies. Seen from this angle, educational skills in cultural diverse contexts depend largely on responsive, knowledgable and reflective (including self-reflective) preschool-teachers. Training has to focus on personal development enabling the preschool-teacher to construct a cultural flexible self-concept. To achieve this aim it is useful to engage in (1) confrontations with another cultural model for dealing cultural heterogenous conditions in their experiences; (2) an effort to legitimate decision-making in multi-cultural conflicts.

In Europe there are different concepts of training, which must be questioned with regards to their contribution to a flexible self-concept and their effects on the integration of migrant children.

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Measurement of Social Interaction

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B9

In Scotland children with special educational needs (S.E.N.) are often integrated into mainstream pre-school school settings, thus it is possible to study the social interaction that takes place between adults and children with special needs, adults and mainstream peers, and mainstream and special needs children. The studies reported in this presentation focus on: the needs and concerns of adult providers in relation to the Quality of Education offered to Pre-Five Children with Special Educational Needs in Integrated Provision; the relationships between levels of development, levels of social interaction and access to learning in integrated settings; the quality of education offered and the research methodology used to explore such issues. Transition into early primary education is also explored.

Current political initiatives in the U.K. have placed pre-school education high on the agenda. The needs of children entering pre-school education are varied, and for many where special educational needs are present, the educational implications of disability are enduring. Staff in the pre-five sector are not necessarily trained in the area of S.E.N. and this may be problematic in terms of the quality of children's educational experience.
This paper will illuminate the needs and concerns of adults involved in the mainstream education of children with S.E.N. It will consider the social interaction skills and strategies that adults, children with S.E.N. and their mainstream peers employ to access the social context. The link between such access and learning opportunities es explored. It will also consider the issues surrounding the quality of children's educational experience as it is affected by the presence or lack of adult knowledge, skills and understanding, and how such adult knowledge may be augmented by the contribution of mainstream peers. Finally this paper will consider

how the adults involved in the research studies reflected on, and ensured more effective provision for children with S.E.N., thereby raising the quality of their educational experience. By observing social interaction as a vehicle for looking at practice, using the evidence from observation to identify key aspects of practice which were then monitored, it has been possible to establish patterns in the use of certain strategies, and in adult perceptions of what they are doing, to develop an action research cycle which has fostered staff confidence and enhanced practice and the quality of the child's experience.

* * *

Gender Identities and Pedagogic Style: A Paradox

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B1

This paper considers a paradox which was observed in a study of the development of gender identities through the first year of schooling (in England this means with children aged 4-5 years). Ethnographic and observational studies in reception classes in different primary schools showed that local gender cultures emerged in each classrooom (Lloyd and Duveen, 1992). These local gender cultures could be described through the way in which children used the gender-marked resources available in each classroom, but they were also influenced by the pedagogic style of the teacher. In one classroom the teacher employed a style characterized by a reliance on individual intuition. In the other classroom the teacher employed a more traditional style, making greater use of whole-class and group teaching. As a consequence of these styles, children in the first classroom spent more time in peer-organized rather than teacher-organized activity, while in the second classroom children spent more time in teacher-organized activities. An unintended consequence of this distinction was, paradoxically, that since differentiated gender identities are more commonly expressed in peer-organized activity, they were stronger in the more liberal classroom than in the traditional classroom. Further these differences were not associated with teachers' views on gender, it was the teacher who used individual intuition who had more liberal views on gender than the teacher who used group tuition. As well as describing this paradox, this paper considers its implications for the development of a gender-informed pedagogy in the primary classroom.

* * *

Fathers as a Hindering Factor in Family Education?

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B6

Starting with the theoretical perspective of "transitions in family life", the psychological aspects for young fathers' motivation to work actively on the new challenges in family life via family education will be discussed. In Germany as well as in other countries women have been the typical targets of family education with exception of birth preparing courses becoming and young fathers are difficult to be found. Further, there is little demand for groups especially for men and fathers.

One of the reasons for the predomination of mothers in family education seems to be the fathers' tendency to feel less responsible for family life with respect to child rearing, household-ding or the quality of their own partnership.

On the other hand, empirical studies show, that it is significant for the partners' satisfaction with marriage and the child's amount of physical and psychological wellbeing, that fathers are active, (a) in reflecting their own role in family life, (b) in problem solving (together as parents and partners), and (c) in the division of labor. In an intervention study by the German Family Association becoming and young parents were invited to join parent groups that last one or two years. While becoming fathers were more open to work on different themes together with their wives, fathers with elder children showed less motivation. More specifically, the elder the children, the less was the fathers' interest to visit such courses. This was not true for the mothers, whose motivation for participation in couple groups was generally high. First results will be presented emphasizing the reasons for fathers' lacking motivation and the dimensions on which benefit could be achieved for the fathers within the couple groups.

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Zur Situation der vorschulischen Kinderbetreuung in der Schweiz

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D3

Liest man Zusammenstellungen über die Kinderbetreuung in Europa fehlt in aller Regel die Darstellung der Schweizer Situation. Zur Betreuung von Kindern unter 7 Jahren in der Schweiz (hier werden die Kinder in den meisten Kantonen mit sieben Jahren eingeschult) stehen öffentliche oder private Kindergärten, Krippen sowie Tagesfamilien zur Verfügung. Daneben gibt es eine grosse Zahl von Spielgruppen, die allerdings keine Betreuungseinrichtungen ersetzen können. Der öffentliche Kindergarten steht ein bzw. zwei Jahre vor der Schulpflicht

zur Verfügung (eine Ausnahme macht hier der Tessin, wo Kindergartenplätze für Kinder zwischen 3 und 6 Jahren zur Verfügung stehen). Von staatlicher Seite wird wenig zur Kinderbetreuung im Vorschulalter angeboten; Regelungen wie Erziehungsurlaub fehlen gänzlich. Diesem Mangel an Plätzen steht eine Vielzahl von Betreuungsformen gegenüber. Derzeit versuchen die einzelnen Gemeinden und/oder Kantone, die Kinderbetreuung neu zu regeln (vgl. Ermert et al., 1995 sowie Ermert et al., 1996). In meinem Referat werde ich auf die Rahmenbedingungen und Wirklichkeiten der familienexternen Kinderbetreuung in der Schweiz eingehen.

* * *

Boys and Girls Come Out to Play. But What Do They Say? The Influence of Gender on Children's Perceptions of their Nursery Education

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A6

Whilst previous studies have considered differences in pre-school boys' and girls' behaviour patterns (Dunn and Morgan, 1987; Davies and Brember, 1991), none have explored the influence of gender on young children's perceptions of their educational experience. This study sought the perceptions of a sample of pre-school children regarding their experience of their nursery class.

The theoretical underpinning of the study is embedded in a synthesis of two research paradigms: ecological systems theory (Bronfenbrenner, 1979; 1992) and phenomenography (Marton, 1988). The phenomenographic approach is based upon the premise that there are a limited number of qualitatively different ways in which people perceive or understand various aspects of, or phenomena in, the world. Phenomenography generates objective conceptions of thought which may seem antithetical to Bronfenbrenner's (1992) process-person-context research model. However, the synthesis of these two paradigms has enabled the interpretation of children's perceptions within context. This paper considers gender differences in perceptions within the context of the macrosystem, the mesosystem and the microsystem.

Sixty 4-year-old children in three nursery classes were interviewed. An interviewing technique was developed in order to rectify some of the problems associated with interviewing young children in educational research settings (Evans and Fuller, 1996). This technique involved role play in the nursery classroom and permitted tape recording of the interviews with the minimum of background noise interference. Observations of children's activities were also conducted within the classroom and during outdoor play.

Transcriptions of interviews have been analysed using NUD.IST, a qualitative data analysis computer program. This analysis has revealed differences in boys' and girls' perceptions of their nursery class experience which may have implications for policies relating to equal opportunities.

* * *

Kaleidoscope

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A12

Kaleidscope is a teaching method for young children attending the playcenter and the first years of the elementary school, based on the American program High/Scope. Central for Kaleidoscope are the interest of children, active learning, children constructing knowledge through their own actions, children planning their own actions. The program is based on the developmental theory of Piaget.

Children learn best in a stimulating but ordered environment in which they can make choices and act on them. The play-group or classroom is divided in well defined work area's which enables the children to act independently. A consistent daily routine is important for children, so children know what they can expect. In the Kaleidoscope experiment we have two teachers in a group to support the children. Central concepts like the plan-do-review routine are illuminated during the presentation. Important in the daily routine is large group time and small group time. They do activities initiated by the teacher. Teachers' choices are based on the childrens interests and by so called key experiences. These key experiences are guideposts for child development. They describe what young children do and how they perceive their world. The key experiences are creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space and time. The program enables bilingual learning, if necessary. Important parts of the programme are observations of the children, the relationship with the parents and the training of the teachers in using the Kaleidoscope method.

* * *

Reporting Qualitative Data

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C 12

"The reporting of qualitative data may be one of the most fertile fields going: there are no fixed formats, and the way data are being analyzed and interpreted are getting more and more various ... The challenge is to combine theoretical elegance and credibility appropriately with the many ways social events can be described ..."

(Miles and Huberman 1994: 299)

My thesis is looking at starting school from different perspectives (child, parent, practitioner) and, by implication, the influences that affect people's views and understandings of this vital time in a child's life. What I want to do is reflect these influences in my work by writing in

the style of the different influences while looking at the different perspectives. In this way I would be letting the voices of the participants come through but in the styles of the influences. For example local radio, Inservice training, friends and family etc. As Agar (1986) notes "Ethnography ..... is interpretive, mediating two worlds through a third."

I have looked at the work of Miles and Huberman (1994), Robson (1993) and others in order to justify the method of writing and establish alternative formats of literary presentation. The way in which my thesis will be presented must take note of the intended audience to whom I am communicating yet be clear, forceful and easy to read. It also needs to suit the style of my research while reflecting the various views that I have collected. As I am exploring a range of perspectives there is a need to write in a range of styles to reach my audience.

The styles I am using include story, chronological events (narrative report), question and answer and comparative structure. Some of the difficulties involved have been writing in a style that is alien to my 'normal' style, finding styles that make for interesting reading and which help to incorporate the findings while not losing the essence of the research, and that the format itself does not detract from the research.

* * *

Building from the Bottom of; From Play-Activity to Learning Activity

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B2

In the implementation process of a new early years education concept (Basic development) in the Netherlands, a strategy was developed for the assistance of teachers in their process of appropriating this approach for their daily classroom practices. Our contribution consists of an analytical description of the course and some results of a long-term innovation trajectory aiming at 'on-site teacher education and assistance', and supporting the implementation of the concept of developmental education in the early grades' classroom practices.

In our work we focused especially on two points: (1) to develop teaching strategies in teachers that constitute a real correspondence between the pupils' meanings and the teachers' educational intentions; and (2) how pupils can be assisted to make a smooth transition from play activities into learning activities. Consequently, we reasoned that the teachers should master strategies for systematically observing children's activities and meanings in a detailed and developmentally appropriate way. For this we developed an action-oriented observation strategy (HOREB-instrument).

During the last few years we followed different teachers and their development in the application of this HOREB-instrument. On the basis of interview data and field notes we can conclude now that with the help of this instrument teachers can actually support pupils in their progress from play to learning activity. Examples will be discussed from the areas of literacy and numeracy.

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Parents in Kindergarten - A Real Resource?

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D1

In the Bavarian Law for Kindergarten from July 25th 1972, kindergarten is defined as an institution complementing the family. This requirement covers the same territory as the Child and Youth Law (Ministry of Family, Senior Citizens, Women and Youth, 1995). This means that theoretical as well as practical connections to the parents fundamently exist. In principal it has not changed much since Fröbel, whose motto over 120 years ago was: "Kindergarten provides the most certain means to achieve the refinement of family life in all its forms" (L. Morgenstern: Das Paradies der Kindheit, 1871). Although this requirement has stayed the same for centuries, its translation into daily practice changes constantly.

Direct contacts between kindergarten and parents are: at the time of registration, parent-teacher-consultations, parent-evenings or kindergarten parties. Recent new forms include the teacher visiting the parents' house or parents visiting in kindergarten. While the professional kindergarten teacher has a good understanding of her responsibilities, parents sometimes have problems defining "parent-work". The following examples demonstrate the differences, with which both partners must struggle:

Parents
- primary care giver (high emotional demand)
- small potential for experimenting (pedagogics)
- little continuity of the parents representatives
- lack of interest in daily kindergarten life
- lack of time (e.g. single working mother)
- no right of co-determination

Kindergarten Teacher
- responsible for 25 children
- high professionalism (5 years education)
- personal continuity in the institution
- knowledge of the families
- kindergarten as an area of prevention
- right of co-determination

These differences can be mitigated but not totally compensated by good parent-teacher communication as well as adaptability of the kindergarten education. Presently the opening up of kindergartens to their surroundings is becoming more important. The span ranges from projects like "Net for Children" up to "Childrenhouse". This translates into more forms of parent-work. We parents expect more work for the kindergarten-teachers in the beginning but less in the long run. This occurs as a result of routine as well as, for example, the quicker integration of children in the group.
There are many outstanding examples of parents actively working in kindergarten. Very often these situations arise out of necessity (for example not enough kindergarten places) but they are usually adapted to the situation and mostly time-limited. Continuous and good information about the possibilities of effective parent work should be improved. Parents must become more aware of the kindergarten as a community center. The present law and surrounding conditions make it difficult at present to define the role of parents in kindergarten.

* * *

The Relation between Parents and Childcare - Information, Knowledge and Influence

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B13

This paper deals with parents coping with their lives and the meaning of child care (that is preschool and school-age child care).

In modern society people have many different roles, for example citizen, employer/employee, parent, child, sibling, friend, wife/husband, consumer and so on. Every one of these roles demands time and engagement and conflicts between them can cause stress and disturbances.

It is stated in official documents concerning preschool and school-age child care that parents have a right to be informed about, have influence upon and take part in the activities that their children are attending. The official documents also state the obligation of the child care services to make this possible in different ways.

The aim of my research is to take the parents' perspectives in their relation to child care as one of their many different roles. What is important to them and what are they willing to engage in?

The theoretical base is symbolic interactionism. Urie Bronfenbrenner's ecological model will be used as a means to discuss the complexity of parents' relations and activities. Furthermore I will discuss the concepts of power and depowering.

In my research I have interviewed about 200 parents. Additional methods are observations and questionnaires. In my interviews and questionnaires I asked about many aspects of the parents' lives, such as economy, household work, child care at home, spare time activities and support from others (friends, relatives, child care center). I also asked about the parents' views about child care, both in general and about their particular child care center, the relation between job and child care. A special issue concerns parents' expectations, influence concerning child care.

The main results show that most parents depend on child care to make their work life function and most of them are satisfied with the activities. Another important finding is that the concept of "influence" is complicated. Parents vary a lot in defining the concept and they also vary concerning the willingness and possibilities to exert influence in the activities.

The clearest implications for practice from my studies are that parents are different and may not by child care staff be considered as one homogenous group. The cause for these differences are social, economical and cultural and this means that parents views have a wide range of variation. It is important in discussions concerning cooperation between parents and staff to consider the various conditions that parents have to cope with.

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The Creation of an University School of Child Education - Presentation of a Case Analysis

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A 5

This paper concerns pre-school teacher education issues through the analysis of a case. In 1983 Portuguese Government decided to upgrade pre- and primary school teacher education to higher education colleges and created new ones with new staff and often in new buildings. In those regions where there were already new universities with education departments and professional teacher education courses the Government commended to them the pre- and primary school professional education.

All universities except one integrated those courses into the existing department and structures and proceeded to deliver this new task without significant changes either in teaching or research orientations and projects. The Unversity of Minho decided to create a specific school for this purpose.

Since there were already several departments involved in secondary school teacher education courses this decision was not made by consensus. On the contrary it provoked an intellectual and emotional conflict within the university. Since this conflict bears significantly on issues related with teacher education paradigms and with the status of pre-school teacher education it is useful to present and analyse it.

So this paper presents the arguments invoked and the development of the school in the light of pre-school teacher education paradigms.

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An Ecological Approach to Practicum in Pre-School Teacher Education

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B10

The importance of field experience, induction and practicum are currently presented as central to achieve quality in pre-school teacher ecuation. However programmes of teacher education are confronted with many difficulties in organizing those components of teacher education programmes.

This paper presents an in depth naturalistic study of format for the practicum of the pre-school teacher education students in their last year of the university degree and the changes introduced in order to develop an ecological approach to field experiences within Childhood Project.

The analysis of weekly collected data about 30 student teachers during five months which means the complete time of their practicum is presented.

The final comments will address psychological, didactic, organisational and institutional issues central to take full advantage of the practicum experience.

* * *

The Functionality of Poetry in Children of Preschool Age

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D12

The Aim of the present study was the functionality of poetry in children of preschool age.
Previous reports in older children certify the functionality of poetry through positive differentiation of their attitude towards poetic hearings.
The interest of this research was focused in the functional influence of poetry itself and especially tracing the texture, extent and significance of permanences the children of two and a half five year old pursue and develop.
For the valuation of poetry's functional influence a special questionnaire was invented, through which data comparisons were made in pre- and post-survey phases.
The special questionnaire includes (41) items and considers certain responses of the children in three specially designed instructive programmes. The items reveal children's responses with objective concrete criteria. The probability of the answers was avoided, as each one of them resulted from a special study of children's videotaped responses by the researchers.
The results point as main function of poetry, young child's introduction to Written and Linguistic Representations, through the cooperation of poetic experience and rhythm.
Statistic process 'T' test was used, for studying relations between all stated variables as regards the variation of its average. The process was put in three families of samples (A, B, C) with the method pre-post-test.

* * *

'Regulational Imbalance' - A New Physiological Indicator of Stress in Infancy

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A1

Infants begin to self-regulate negative emotions at the age of 10 to 18 month. Several theorists have emphasized, however, that extended self-regulation of negative affect in infancy should rather be seen as a sign of insecure attachment and as a risk for emotional well-being. Thus, it is important for psychologists to identify situations when infants "cover" their stress and negative emotions. One common way to identify such covered states of stress is the utilization of physiological indicators.

Many psychophysiological indicators estimate the activation of either the Sympathetic or the Parasympathetic Nervous System (SNS, PNS), because shifts in both SNS and PNS are well known features of the organismic response to stress and negative emotions. Yet the problem remains that physiological shifts cannot be easily attributed *exclusively* to stress, because SNS and PNS are also influenced by many other factors.
Therefore, instead of merely measuring shifts in either SNS or PNS, the relation of both branches of the nervous system to each other should be analyzed. It will be theorized that the disequilibrium of SNS should be a highly specific characteristic of heavy stress responses. A mathematical procedure that is kindred spirits with the Euclicdean distance of standardized measures of SNS and PNS will be introduced. This procedure provides a new physiological indicator of its own that is called "Regulational Imbalance" (RIB) and goes beyond the classical physiological parameters.

To test the RIB in an empirical investigation 33 infants (aged 10-18 month) were video-taped during their adaptation to a day-care center. Several cardiovascular indicators of SNS and PNS (e.g. heart rate, vagal tone) we recorded and RIB was calculated. Results underline, that the relation of SNS and PNS should be evaluated to identify states of "covered" infantile stress. Physiological indicators (e.g. RIB) can help to interpret infantile behavior as efforts to regulate negative emotions in early day-care environments. This knowledge facilitates efforts to provide emotional support for infants who are stressed by extramaternal care.

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Transition to Fatherhood: Gender-Specific Implications and Adaptation

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B6

Recently, fatherhood has gathered increased attention in policy and law , in family life, and in research. These tendencies in contemporary western societies towards an enhanced value of fatherhood primarily concerns family rhetoric. Relatively little is known about which changes in the life of men and their families are set off by the birth of a child, how the transition to fatherhood is experienced and which contextual circumstances facilitate a more active participation of men in family life and child rearing.

In our longitudinal study with 175 couples expecting and getting a child we focus on both fathers and mothers as well as on the couples' relationships. The design of this study is characterized by the comparison of two groups of participants, one group of first time parents (N=90) and another group of couples expecting a further child (N=85), and by repeated measurements at different stages of the family life cycle (T1: last trimester of pregnancy, T3: 3 to 4 months after childbirth). At every single occasion of measurement we collected questionnaire data as well as interview data from both partners. In this report only quantitative analyses will be presented. Our questions and hypotheses are derived from the theoretical assumption that developmental transitions trigger changes and processes of adaptation in different domains (e.g., event-centered assessments and attributions, role-related competencies and knowledge) and at different levels of analysis (e.g., individual, family, context).

Results show that the implications of parenthood differ totally for mothers and fathers. This can be demonstrated with regard to the effects of the childbirth on the occupational careers of women and men and with regard to the allocation of tasks within the family. On the other hand, fundamental differences exist between mothers and fathers concerning the processes of coping and adaptation. Gender-specific adaptation mechanisms can be observed in short-term reactions to birth, in the rather long-term course of psychological functioning and in the dynamics of the couple's relationship.

In sum, these results demonstrate that there is still a wide gap between the normative models of fatherhood and the factual behavior of parents. This discrepancy between ideology and reality also reflects barriers existing within society which themselves can be examined in a critical way.

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Early Childhood Education in Context: Issues, Problems and Policies

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A14

This paper is a speculative, comparative analysis. It looks at the changing context of social policy in 'developed' countries, especially at the changing patterns of family life. It notes the increasing divorce rates in OECD countries, the general diminution in family size, the impact of contraception and the altering views of the child and of schooling. Drawing upon personal observations in several countries, it observes that the age of the start of formal schooling is lowering and that legislation is dramatically altering the ways we think of education and care. The writer advocates the use of ONE term for all types of institutionalised creche, pre-school and kindergarten. He suggests that the professions of child-care and teaching need to combine, not only for obvious policy reasons, but because of what we know of early childhood learning. Finally, he asserts that adequate and appropriate child provision from birth is rapidly becoming one of the most fundamental of political and value decisions and that it will impact profoundly on societal cohesion in the next century.

* * *

Preschool Teachers' Punitiveness and Children's Social Behaviour

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C5

The first supposition of this research is that groups of children in preschool institution under control of teachers who punish children frequently will be different in mutual social behaviour from the groups where unpunitive teachers are engaged. The sample of preschool teachers was 57. The sample of children was 1361 (679 boys and 682 girls, 5 und 6 years old). The preschool teachers' punitiveness was measured by the scales of educational attitudes and questionnaire on educational procedures, while the children's social behaviour (aggressive and prosocial ones) was estimated by the teachers with the use of a 10-item scale. In data processing we used quasicanonic correlation procedure. The results show the positive correlation between the teachers' punitiveness and the children's inclination toward conflict marking, as well as between teachers' permissivity and the children's asocial behaviour.

* * *

The Relationship of 'Pupil-Space' and the Upgrading of the Educational Setting

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A13

Definition of the problem: The space of today's Greek School is organised according to functional patterns that incur pungent polemics. The school setting is split into small, isolated units - classrooms that is -, cut off from its surroundings, whereas the educational processes take place almost exclusively in the classroom. The arrangement and the aesthetics of the classroom support forms of educational work and communication that correspond to out dated teaching approaches. The most important issue however, is the fact that the contemporary model of school space is connected with educational patterns and values, with roles and behaviour patterns that define a «school culture» distant, to a great extent, from the facts of everyday life.
These findings constituted the beginning of the research that is presented in this paper. It aims at exploring the possible effects on school life caused by changes in the organisation of school space and in the way it is used by pupils and teachers.
Changes have been effected in the furniture arrangement in eight classrooms of different Thessaloniki schools so as to create the possibility of new conditions in the relationship between pupils, teachers, and physical space. These new conditions provided new possibilities of space use which corresponded to new forms of educational communication and work, totally different from those that prevailed until then. The work hypothesis was that the development of these new educational conditions is interconnected with the differentiation of roles and behaviour modes and, especially, with the reinforcement of the forms of educational interaction in the classroom; also that these factors can lead to an essential upgrading of the way of life and the educational setting at school.

Eight experimental classes and four control classes with 360 children aged between 6-8 participated in the research. For the changes in space the equipment that already existed at the schools was used.

Theoretical framework: The child thinks and acts in ways that are associated with physical space through interaction relationships on the cognitive, emotional and social level. This occurs to such an extent that we might presume that the formation of its behaviour is structured on a basis of physical space (Spencer et al, 1989; Fischer, 1982).

These interaction phenomena develop through communication forms and behaviour modes that are expressed in particular through processes of space use which are adopted by the subject (individual or group). Thus, the relationship with physical space is associated with social interaction factors that are not only integrated in the framework of every day life but also contribute to its formation (Morval, 1982).
A peculiar «culture» develops in the school setting. It includes a whole combination of factors - knowledge models, values, codes - which propose a way of «school life» (Chombart de Lauwe, 1984). «School culture» is expressed but also stabilised through ways of educational work and communication that correspond to the official teaching practice. These elements are registered in space through its arrangement, its aesthetics and its proposed function. However, a dynamic that is associated with processes of space use and does not accurately reproduce the prede-

termined forms that are adopted by school culture, develops within the framework of school life. The behaviour, roles, and communication patterns are expressed and can also be solidified through practices in physical space that usually, as it has been proven through research, diverge from models and form a different version of the institutional school culture that prevails in school life (Germanos, 1993).
On the other hand the arrangement, aesthetics and equipment of school space constitute a field of educational stimuli and experiences associated with the educational process (Pecheux, 1990). Both the pupil and the teacher could - to a great extent - take advantage of these factors through processes of physical space use (Hannoun, 1982).
Within this framework, space becomes of particular educational interest, as it turns out to be a factor associated with the learning process and school integration. Thus, space relationships could interfere in the formation of an educational cultural dynamic and contribute to the upgrading of the educational setting.

Research Methods: The research developed in three stages that required different methodological approaches.
At first, the teachers who volunteered had to be prepared so as to be in a position to teach and, in general, behave in the classroom in ways that exploit the possibilities that the new data offers. For this reason, before the beginning of the field research, a three month training period took place. It was based on a project method.
In the second stage, the conduct of the field research was based on a methodological approach which allows the recording of what takes place in physical space, as well as the study of interaction between these factors. The recording of data was done at 3 levels which are interdependent:
- space organisation,
- space use,
- communication forms that develop in space.
It concerns a methodological approach that has developed recently at the Pedagogical Department of Early Childhood Education, and was called «analysis of the dynamics of space».
In the third stage, performance tests and interviews which were carried out with the use of «interview guides», were used for the evaluation of the results.

Major findings: The research findings allowed us to record the parameters of the «student-space» relationship which constitute variables in the «space-forms of communication-forms of work» system at school. The changes in these parameters contributed to the changes in the roles of students and to the enrichment of forms of pedagogical interaction in the classroom. These new conditions led to an improvement of the school performance of pupils and to an increase in the extend of school integration. Moreover they brought about, at least during the research, remarkable changes in the level of «school culture» of the students that participated.
A second category of findings has to do with the difficulties teachers have to adopt new forms of communication and work that corresponded to the new space conditions that the research initiated. The findings of this category do not appear in the present paper.

Evaluative conclusion: The new conditions of space and student-teacher relationship that are suggested by the research can lead to an upgrading of the educational setting which is associated with the development of new forms of school culture. Among the results that were recorded, of major importance is the change in the relationship towards knowledge and the change in the student role during the educational process.

Implication for practice: The results of this research show the factors of the «student-space» relationship that can lead to an upgrading of the educational setting. At the same time, they

propose a procedure of changes as an example (not as a model) of this progress towards improvement which can be exploited by teachers in the classroom. The possibility of exploiting the conclusions of the research in practice is supported by the fact that the cost of space changes required turned out considerably low.

* * *

Partnerships between Grassroots and Professionals in Community Based Childcare Initiatives

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B3

The debate about childcare services in Germany in the last years has stressed the importance of opening up to a wider range of services for parents and to community needs, of increasing the participation of parents and of developing a multifunctional approach.

Experience shows that this involves fundamental changes in the understanding of professionals of their role in services and in their attitudes towards the competences and potential of parents and neighbourhood networks.

In this workshop we want to highlight examples of innovative childcare services in Germany that have been very successful in their community orientated approach and in building principles partnerships between professionals, parents and community groups.

We want to draw out the aspects that have contributed to the success of these programs and debate the lessons learned in the process.

* * *

Protecting Children Against Reading and Writing Failures: The Role of the Teacher

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B2

This presentation addresses the question of how to prevent reading and writing failure in vulnerable pupils by promoting the professional growth of their teachers.

This contribution discusses the results of an in-service course where teachers' own practices were faced with an alternative teaching approach of literacy for children at risk. In order to enhance their ability for collaboration with these children, the teachers tried to appropriate strategies for diagnostic and affective teaching.

Instead of direct reading skills instruction (like phonics), they initially aimed at broadening and deepening the pupils' repertoire of knowledge, and competence for independent reading activities. The teachers constructed communicative activity settings that they expected to be interesting for every pupil individually. By joining in the activities of the children, and by assisted reflection on their activity, these teachers gradually learned to develop a more diagnostic, affective and responsive form of teaching, in which they could integrate the training of indispensable skills in a meaningful way.

I analysed the in-service course with help of De Groot's (1974) theoretical framework on 'Fundamental learning experiences'. This qualitative analysis showed that the teachers' teaching strategies improved and that their interactions indeed helped children to cope more successfully with literacy tasks.

* * *

The Development of Children's Telephone Discourse Skills

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B4

Surprisingly little research has been undertaken world-wide into the development of children's abilities to talk on the telephone, although the telephone is a popular communication tool, significant cultural object, and elicits very particular conversational rituals. From the beginning of their second year children will make pretence calls which begin to demonstrate aspects of knowledge about telephone usage. Participating in dialogue on actual phones is initially challenging owing partly to the absence of normal visual cues and, we speculate, to the powerful roles adults tend to uphold in conversations with young children.

The MMU Telephone Language Project draws on social-constructivist theory and studies of emergent literacy so that considerable attention is paid to the contextual detail of research with a preference for longitudinal studies in situ. We observe carefully the activity of the children in making sense of their total environment within which the special research focus is located. In this study I spent seven months with 3 and 4 year-old children in their nursery school. I recorded the children's talk on a specially constructed telephone system in three conditions: pretence calls; dialogue with peers; and talking with me - where I took an unusually passive role for an adult telephone interlocutor. Various techniques of discourse analysis reveal many strands in their evolving linguistic skills entwined with their social and cultural development. Issues considered include the role of ritualised, repetitive speech; fantasy and role-play both solely and jointly constructed in the mastery of register; and factors involved in the achievement of communicative competence through this channel.

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In conclusion I argue for the importance of stimulating pretence play in nursery settings, highlight the potential of peer interaction in the development of register, and examine relevant aspects of the adult role, both in daycare settings and telephone interactions with young children.

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Aufwachsen in der Medienumwelt - Einflüsse auf die physische, psychische und geistige Entwicklung des Kindes

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D14

Die Medienumwelt, von der das Kind heutzutage von Anfang an im häuslichen und öffentlichen Bereich umgeben ist, hat den Einfluß der natürlichen, sozialen und kulturellen Lebenswelten weitgehend zurückgedrängt. Die Mediatisierung des Lebens von Anfang an ist inzwischen so umfassend und nachhaltig, daß die Entwicklung des Kindes neu bedacht werden muß. Diese Aussage und Forderung ist begründet durch die Vielzahl von Erkenntnissen der empirischen Medien-, Nutzungs- und Wirkungsforschung, die in steigender Zahl von verschiedenen wissenschaftlichen Fachrichtungen - Medizin, Psychologie, Pädagogik, Kommunikationswissenschaften u.a. - gewonnen wurden. Es ist eine multimediale Umwelt, bestehend aus vielfältiger Hardware and Software, die Bestandteile des täglichen Lebens sind und mit denen Kinder einen frühen und versierten Umgang ohne Schwierigkeiten lernen. Die Medienindustrie unternimmt in den letzten Jahren große Anstrengungen für die Erschließung des Kindesalters als Medienmarkt.

Was wissen wir darüber, wie Kinder die vielfältigen Bild-, Film- und Toneindrücke verarbeiten? Entscheidend sind auch die Nutzungsbedingungen (das Verhalten der sozialen Umwelt, das zeitliche Ausmaß der Nutzung usw.), wenn es um die Wirkungen der Medien auf Kinder geht. Diese betreffen die Entwicklung der Motorik, die Sinnesbereiche, hirnphysiologische Prozesse, die von Medien ausgelösten Emotionen, gesundheitliche Folgen, die geistige Entwicklung und schließlich die so wichtigen Sozialisationsprozesse.

Die zu den Wirkungen vorliegenden Erkenntnisse machen deutlich, daß Kindererziehung heutzutage von Anfang an Medienerziehung sein muß und alle, die für Kinder verantwortlich sind, für diese Aufgabe motiviert und fähig gemacht werden müssen.

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Gender Influence on Parental Involvement, Differentiation and Traditionality

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B6

This paper wants to focus on the recent evolution in household and educational roles of parental couples. We will try to determine the actual changes in family educational practices, that means what parents do with a child in terms of education and what implies this way of acting. At first, we will study the gender roles evolution and the changes caused on parental roles. Then, we will try to show a new way of tackling family educational practices.

In this research, we have questioned 79 fathers and 79 mothers with a Likert's type questionnaire. This questionnaire was made up by 14 measures about different indicators of educational practices (involvement, type and distribution of household tasks, educational and parental roles representations, adult's and child's sex stereotypes) and about parent's gender identity (sex stereotypes self-allocation, normative behaviours and sex stereotypes, adult sex roles representations).

Statistical data processing allows us to establish influence of sex and tradition of representations on declared educational practices. We will study the influence of parent's gender and child's gender on representations and practices of 30 - 42 months-old children's parents.
With the help of quantitative and qualitative involvement, tasks differentiation and traditionality of gender roles representations, we will try to show the remaining differences between paternal and maternal roles. In the same way, we will try to understand the differences in representations and family educational practices that child's gender could cause.

The results show that not only does the father remain less involved than the mother, but child's gender have also an effect. This effect is not only on parental differential reinforcements, but also on their representations of gender roles, quantitative and qualitative involvement and parental educational roles.

Parent's gender and child's gender seem to unite in generating some differences between parents, not only in the practice and representation level, but also in parental self-reflection.

* * *

From Family to Kindergarten: A Common Experience in a Transition Perspective

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A11

Adaptation to the child's first entry into an institution outside the family (kindergarten) has often been described as a crisis. Longterm consequences for adaptation to further experiences (e.g. entry into school) have been stated. However, literature on entry into kindergarten deals mostly with selective proposals and practical hints. No concept was found that was suitable for enhancing the multiple demands and expectations concerning children and parents as well as on the instituion's side.

We transferred the transition perspective of family development (transitions being e.g. birth of the first child, divorce, remarriage) with structural transformations and developmental tasks to the experience of the family's first child entering German kindergarten. The transition of the child to being a "kindergartener" was considered as well as his parents' transition to being parents in the kindergarten system. In the procedure of admittance in Bavarian kindergartens, the teachers' realization of adaptation of children and parents, and the perspectives of parents and children themselves were explored. By this we try to describe the transition period of concentrated developmental tasks more adequately. In a further step the concept of transitional learning and its longterm consequences have to be examined.

Research methods were (a) 132 questionnaires that were returned from a representative sample of kindergarten teachers in Bavaria (quote = 44%), containing detailed information about one child in their group (b) qualitative interviews with 20 parents before and 6 months after kindergarten entry, and (c) interviews with 17 children.

From reported problems for about 50% of children 35 weeks after entry it was concluded that the process of adaptation and integration takes more time than parents and kindergarten teachers expect. Institutions tend to give a lot of information to families but lack relevant information about the family and the child. A more differentiated preparation procedure before entry (like visits to get familiar with kindergarten setting) does not necessarily mean less problems for the child, but more sensitivity of the teacher for the child's experiences, reactions and coping efforts. Kindergarten teachers need more exchange with families to be able to give adequate support to children and their parents in transition. (Not all families need the same, not all families need everything.)

The transitional perspective is a useful framework for understanding and describing the process of becoming a kindergarten child as well as a kindergarten parent. It also helps the kindergarten staff to develop and structurate their professional work. The professional background of kindergarten teachers has to be enriched with knowledge about transitional processes to find them better prepared to cope with needs and feelings of children and parents in transition.

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The Ecology of Day Care: Building a Model for an Integrated System of Care and Education

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A14

In most western countries, the services for young children are in a critical situation, characterized by fragmentation, inflexibility, incoherence and segregation, reflecting division between care and education. Besides resulting in discontinuity, overlapping of responsibility and misspending of funds, it also causes loss for families, children and professionals, for neglecting the changes that have affected the family and child in a modern society.

This paper is a synthesis of the author's graduation thesis that has the following aims: to identify the reasons that led to a non-integrated system, and to propose a theoretical model enable to point the direction toward an integrated, coherent and comprehensive system of care and education. The basic hypothesis is that this model promotes the human development, since it operates in harmony with the real needs, interests and potentiality of children and family in a changing society.

The ecology of human development of Urie Bronfenbrenner is the basic theoretical framework of this study. According to the ecological paradigm, development is an evolving process of organism-environment interaction, ranging from the proximal, consisting of mediate face-to-face settings, to the most distal, compromising broader social context of such as classes and cultures.

Having the previous study (Haddad, 1991) as a starting point, in which some dimensions of an integrated system is designed, the model is enlarged with recent publications on child care policies and programs cross-cultural researches, and study visits in some countries of the Northern Hemisphere. Special attention is given to the Scandinavian countries, pointed at as examples of child care policies that has reached integration, and a high level of quality among the services. The results suggested that an integrated system of care and education embraces dimensions as such: universal provision; objectives and philosophy unified among the services; diversity, and flexibility.

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Gender Issues in Early Childhood

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Introduction to Symposium

B1

Gender structure and gender systems are powerful contextual factors in children's development and learning. Culturally and historically based ideas, values, norms and beliefs about the relation between women and men have an impact on organisation as well as content in child rearing and education. At a micro level, the sociocultural "meaning" of gender is transmitted via interactions, activities, symbols and material. From this follows that gender is important in children's development of social knowledge, social identity and in the growing understanding of power structures, social rules and social conventions.

The purpose of the symposium is to draw attention to the importance of gender in children's development and learning. The paper presentations will discuss theoretical and empirical issues related to gender from the perspective of contextual as well as individual aspects of early childhood education.

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Activity Systems and Co-Construction of Social Relationships in Finnish Day Care Centers

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B12

The daily work cycle in a day center consists of standard procedures and routines. Children's activities and peer relationships depend on how the adults cooperate in defining the object of their work in a day care center group (individual needs, group actvities, peer relationships). Developmental activities of children are made possible on the condition of fluent division of work and agreement on the object of work between the adults. There are essential inner contradiction in the construction of adult's role in relation to children (mother vs teacher) which reflects in the understanding of the object of educational work. Children's role play has a special position as a prerequisite for the development of peer relationships in a day care group. Role play is a special cultural tool in adult's work potentially affecting the development of peer relationships. Some results of an experimental study on the system of social relationships in Finnish day care centers are reported during this presentation.

* * *

What do Male Teachers Think about Children's Work?

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C8

The aim is to find conceptions of male teachers about girl's and boy's work, as well as mothers' and fathers' work education. The study gives an analysis of the conceptions about work education in relation to the equality of genders. In this study it is possible to compare the results about male thinking to that of female. The study refers to children under school age.

Work education, according to the definition I have developed in basis of ecological approach (Bronfenbrenner 1979), means any educational influence on children through the presence of work in culture and society. This influence is mediated through social and human relationsips and the child's own work and activities. (Harkönen, 1991)

The analysis of the conception will be conducted within a phenomenographic framework. On the basis of the quantitative and the qualitative results, as well as the previous information, conclusions will be drawn on the phenomenon of social reality.

The data was collected in 1994 together with the data of the doctoral dissertation (n= 500). The questionnaire was sent to 200 male kindergarten teachers, covering the whole of Finland, chosen from the register of the Kindergarten Association (n=11, 651), by equal interval sampling. Written answers were invited only from those teachers who had actually been working in 1994. The data from female teachers consisted the doctoral dissertation finished in 1996. The data of this study deal with male teachers' answers to the same questions.

The data is subjected to three different analyses. Analysis 1 is a detailed one, in which the smallest thought entity presents a unit. Analysis 2 is a qualitative and verbal description. Analysis 3 is an overall evaluation with the whole essay as a unit.

The results of the doctoral dissertation are published. The results of the data gathered from the male teachers can be presented at the conference. These two results can also be compared, which is interesting I think.

* * *

More Quality for Children in Kindergarten. Quality Standards and Perspectives for the Future

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A7

In a time when socio-political reasons demand the quantitative expansion of Austrian kindergartens, it is specially important to guarantee the quality of education and care. Quality does not refer only to the demands of adults but must above all result from the needs of children.
To establish quality criteria for the care of children the home is an international issue, important also in Austria. In this connection minimum standards are developed to guarantee quality and are looked upon as orientation guidelines for pedagogical practices. These standards offer the argumentative basis in the discussion about financial reductions in the field of education. When establishing quality standards, we must take into consideration not only structural characteristics but also the quality of the pedagogical scene (cf. Roßbach, Schuster & Tietze, 1995).

Because of the successful cooperation between scholars and educators Austria can look back to a long tradition of establishing her own kindergarten pedagogy. The corner stones are the development of spatial division and special kindergarten architectural designs, the establishment of an open curriculum incorporating methods and goals for the kindergarten education. The daily routine with changing activities based on the children's needs also constitutes a firm part of the Austrian pedagogical philosophy in the kindergarten.

Social changes and their effects on the development and socialization of children have given a new impetus to further pedagogical research during recent years. At present the kindergarten is faced with challenges which require a new orientation with respect to structure, organization and pedagogy. These are the reasons why Charlotte-Bühler-Institute has established minimum standards and suggestions for optimizing and securing the quality of education and care in the Austrian kindergarten.
The quality standards that were set up refer to the structural and organizational frame-work conditions such as appropriate opening times, and provision of kindergarten places for all ages, reduction of group sizes, improved staff-child-ratio, a change in the spatial layout favouring more opportunities for physical activities, and places for sleeping, resting and eating. These standards also refer to the quality of the educational process e.g. taking into consideration the individual needs of children for resting and sleeping, eating and drinking, as well es moving around inside and outside, and designing an up-to-date open curriculum for kindergarten education.

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From Cries to Whispers: Early Childhood Education and the Politics of the New Right - A Case Study from Canada

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C2

The problem: Political activity in Canada (and elsewhere) is being increasingly affected by New Right discourse and concomitant policies. Under the auspices of the need to decrease deficits and reduce debt, New Right politicians promote the reduction of education, health, and welfare budgets, along with tax cuts to encourage business and corporate development. As conservative politicians gain ground, the rhetoric has moved beyond economic efficiency. Policies are presented within an ideology of consumer sovreignty and 'empowerment of the individual'. Program reductions are justified through an anti professional/anti government doctrine which invokes a spirit of 'tradition', 'community spirit', and 'self help'. The depreciation of child care services presents a microcosm of the progress and outcome of the New Right movement. Amidst upheavals created by the dismantling of larger programs, the disassembling of the child care system appears to be preceding quietly and with minimal protest. Developments in Alberta, Canada epitomise a case in point.

Theoretical framework: An ecological model which reveals the interactions between macro issues and micro developments is used to analyse the progression and regression of early childhood and related policies. An analytical framework which juxtaposes distributional allotments with constitutional dimensions (Tuohy, 1994) is applied to the case of early childhood in one juridiction.

Research methods: Interviews and surveys of key players, along with documentary research were used to analyse policy developments in the province of Alberta over a 20 year period. A framework was developed which incorporated the use of power mechanisms and 'non decision making' to identify how macro and micro influences affected policy development, implementation, attitude formation and early childhood outcomes.

Major findings: The research revealed how overt policies did not coincide with covert goals for government intervention in early childhood education. The case study demonstrates the influence of individual players, the use of 'power mechanisms' (Ludes, 1974) to sabotage policy outcome, and the role of social, political, and economic trends in affecting public image, attitude formation, and policy development/outcome.

Evaluative conclusion: Lobbyists, professionals and others who care about early childhood education issues could be focusing advocacy efforts in the wrong direction. Demands for more spaces and or more funding which does not focus upon constitutional issues may, rather than alleviate the issue, contribute to the demise of early childhood programs. The case of Alberta demonstrates how a large influx of funding which is not accompanied with the building of infrastructures and the development of professional leaders and spokespersons will result in a precarious program which can be easily, and systematically, dismantled.

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How Teachers Learn to Work with the Concept of Developmental Education

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B2

The purpose of my study is to explore the development of teachers who are working with an new teaching concept, in this case the concept of developmental education. With this research I attempted to find characteristics of the professional development of early years teachers, and at the same time find out if a logbook is a useful instrument for making these teachers' progress visible.

In our attempt to promote a teacher's development, I started a collaboration with the teacher. The researcher and teacher collaboratively reflected upon the teacher's classroom practice. Analysis of the daily used logbooks were used in weekly discussions about the teacher's practice.

Assuming that the logbooks would reflect the teachers' progress, I analyzed the logbooks with a scoring system based on critical points drawn from the theory of developmental education. The analyses were done by hand.

The outcome of the research was positive. Many characteristics of the teachers' development could be validated. The logbooks indeed can reflect the professional development of teachers. At the same time the logbook turns out to be a powerful instrument to give direction to the discussions between researcher and teacher. The teacher gets the opportunity to really understand the new concepts, and implement them for the innovation of practice.

* * *

Does Quality Matter? The Impact of Quality in Centres and Families on Children´s Development: A Cross-National Comparison in Three European Countries

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B8

Due to various societal changes an increasing number of young children experience non-parental forms of care and education during the preschool age. Accordingly, parents and teachers have questioned whether these experiences have an impact on children´s development. A growing body of literature - mainly in the USA - indicates that child care quality is related to preschool children´s cognitive and socio-emotional development (e.g., Hayes, Palmer & Zaslow, 1990).

As part of the European Child Care and Education Study (ECCE), an attempt was made to assess the relative impact of centre-based education and care quality compared to the impact of the family environment on children´s behaviour and development. Children´s behaviour and development were regarded in a broad perspective, including cognitive and socio-emotional aspects as well as the mastering of daily living activities. Hierachical regression analyses were used to test the concurrent relationship between children´s developmental outcomes, the quality of their child care programme and the quality of their family environment.

Results provide evidence that there is a substantial positive relation between child care quality and children´s cognitive and socio-emotional outcomes. The amount of variance in the child outcome measures explained by the quality of care is similar in the three European countries included in this analysis. However, the magnitude of effects depends on the kind of outcome measures being used.

* * *

Policy and Perceptions of Learning a Foreign Language in Early Years Education: A Case Study - Work in Progress

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C13

This study is an attempt to explore the professional values which underpin choices made on behalf of young children (4-7 year olds) for learning a foreign language in English primary schools. Since the Education Reform Act of 1988, young children in state primary schools have been excluded from the modern languages curriculum in England.

The purpose of this inquiry is to understand how policy makers perceive childhood in relation to foreign language learning and to examine the role played by macro and micro policy in the provision of an appropriate curriculum statement ensuring equality of opportunity for young children nationwide.

Research methods include case study, postal questionnaires and in-depth interviews. Outcomes of the case study will be presented as an analysis of innovation in one English county at the micro political level. An investigation which links education policy making, constructions of childhood, and theories about foreign language acquisition has, to date, not been conducted in England.

It is anticipated that this study will contribute to the debate on curriculum and values for the next millennium based on new paradigms for the sociology of childhood and the needs of young children in an increasingly multicultural, multilingual society. The outcomes of the study are likely to have implications for future policy and practice.

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Improving the Quality of Adult-Child Interactions in Play-Groups in The Netherlands

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C5

At the Netherlands Institute for Care and Welfare, the national institute for ongoing research, innovation, and development in this broad field, recently a training course has been developed aiming at enhancing the quality of support that play-group leaders provide to children during interactions. The training was developed in collaboration with a local support organization in the city of Rotterdam ('Stichting De Meeuw').
The play-group is a preschool provision attended by about half of all 2-4 year-olds in the Netherlands. Recently, there has been a growing interest in the Netherlands in quality management and quality care in preschool provisions. An important aspect of quality of play-groups in general is the quality of support provided to children by their play-group leaders, because it is assumed that good quality support contributes to children's development in several domains.
Quality of support was defined in terms of four major behavioural dimensions:
(1) It is important to be accessible to children and to provide adequate emotional support when needed ('Supportive presence');
(2) It is important to let children experience their own competence, which means that their autonomy is respected ('Respect for children's autonomy');
(3) At the same time, children's strivings for autonomy call for adequate structuring of the situation and for setting consistent limits to their behaviour ('Structure and limit setting');
(4) As children's capacity to understand language increases, the ability to provide adequate instructions and information ('Quality of instruction') gains importance as a means to help children understand and master their rapidly expanding world.
In this presentation these four dimensions of support, on which the training course was based, will be further explained and illustrated. Some of the first findings will also be presented.

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Parents Views of Preschool Programme Content

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B13

In Sweden the parent's influence and participation in the preschool have been stressed during recent years. From a situation where almost all preschools were run by the local authority itself there has been a rapid change to provide preschool service from other sources, for example parents-cooperatives and private enterprises. The parents have a right to a free choice of preschool for their child.

In a study in Stockholm we have during a three year period asked parents who have their children in various forms of preschool how they perceive its contents. The purpose is to see how the parents judge quality in various aspects of the contents. The design allows comparisons between 1992 and 1994 and also between different forms of preschool-services (institutions run by the local authorities, parents cooperatives and private enterprises). The questions were formulated from the main goals in the educational programme for preschools in Sweden (summarized in the concepts, nature, culture and society).
The results show that parents generally are rather satisfied with "their" preschool but they are rather reluctant to increase their influence in it. The parent's satisfaction tends to decrease 1994 compared to 1992. Only a few parents say they take an active part in the daily work of the preschool. There are also differences between how parents judge the quality depending on which form of preschool their child attends. Parents with children in parents-cooperative are in general more satisfied between how parents and staff judge the content and quality of the preschool. The interpretation of this is that parents have more opportunities to influence and take active part in the parents-cooperatives than in other forms. Parents are generally more satisfied with the conditions than the staff.

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Daycare Buildings for Mixed-Age Groups - Some Swedish Examples

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A13

One major aim in planning educational buildings is the adaptation of the floor plan design to educational and organizational aims. In buildings for day care, important factors are the overall organizational philosophy, which influences relations between different unit or groups inside the day care center, and the localization of groups or spaces for different activities in the building as a whole.

The correspondence between such factors was studies in a number of staff-planned, adaptable day care centers for children of 0-10 years that aimed at organizational integration, and in some "traditionally-planned" centres for mixed-age groups for children of 1-7 years. The former were part of the Swedish R&D project Multipurpose Daycare Center Facilities which lasted from 1975 to 1982. In these centers, the staff was given power to adapt the building to their own pedagogical and organizational aims.

In almost all centers, parallel to the overall organization for mixed-age groups, activities were planned for children in more homogeneous age groups and activities. Spatial relations in the floor plans were analysed with the method of space syntax. The analysis showed overall differences between floor plans of "traditional" and of staff-planned centers. While the traditional buildings belonged to the institutional type, within the group of staff-planned buildings two types of spatial organization could be distinguished, viz. the home-like and the institutional type. Also, there were differences in the degree of autonomy granted to children with regard to the location of spaces for play.

The staff's involvement in the design with the floor plan layout and their way to use spatial properties indicate that standard solutions for day care buildings are not sensitive enough to differences in pedagogical practice. Therefore, it is important to give the staff more power over the design of the facilities. Also, more knowledge is needed about children's preferences with regard to use of spaces for play.

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Programs, Activities and Educators: Mediations for Qualities and a Challenge for Development in Greek Preschool Education

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A 15

Although the official guidelines describe the major aim of Preschool Education as a fully integrated supporting of children in their physical, emotional, cognitive and social development, the problem is that such a procedure usually means preparing children to be able pupils in Primary Education. But still, this learning (as an accumulation and a mere juxtaposition of knowledge) has nothing to do with systematic work on the dynamics of contextual factors influencing the quality of Education.
Consequently, the activity, being the axial, cellular and essential form of tranmission of learning at this age, is neutralized. Moreover, programs are not flexible here: contextual factors (such as family - the participation of parents being crucial - , society, economy, culture, values: see dialogue and transcultural dialogue and exchange, democracy, Europeanness, collaboration, responsibility, humanism, cultural conscience, cosmopolitianism, etc.) are introduced - if they are - in a fragmentary and accidental way. And what is more important, educators remain passive: they don't participate in the elaboration of programs, they don't realise the important meaning of contextual factors supporting the founding of a really creative program for Preschool Education (see also the topics, education of educators.)

An activity is supposed to be the representation of contextual factors in teaching. More specifically, through the activity we form concepts, attitudes and representations in the child (we also insist on the fully integrated development required in order to make the child capable of conceiving the concepts and we propose programs encouraging experimentation, a critical mind and creativity, but also reassuring the clarity of furnished knowledge (see bibliographical research method: Piaget, J. Hall, C.E., Staub, E., Kamii, C., De Vries, R., Prescott, E., and Jones, E., Bruner, J.S., Elkind, D., Goodman, Y.M., etc, and the general question: "Which should be the content - principles, values and goals - in Programs regarding Preschool Education?").
It is necessary to face such questions, if we have the intention to prepare young people capable of collaborating in the frame of Europe (see contextuality) in the perspective of peace, connexion and fraternity for the future and under the pressure of international urgent problems (see Youth Program for Europe III for young people from 15 to 25 years old, 1995-1999 and Petra and Tempus Programs). Preschool Education provides for the future.

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Family Conflict And Child Development - A Case Study

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B7

It is generally acknowledged that family conflict is one of the most important factors generating pathology in children. The presence of conflict creates an atmosphere of insecurety that impedes the development of autonomy and a sense of basic trust in children. In the process of evaluating a family the psychotherapist has to answer amongst other questions the following:
a) What does the conflict stem from?
b) How are children caught up in parental conflict?
The answer to the above questions are necessary for the development of the treatment plan.

The theoretical frame of the present case study are those of systemic and object relations theories. Families are regarded as systems where members function as a whole and are in constant interaction among them and the networks of support around them. The experiences parents had in their family of origin affect the way they relate to the present family members therefore their ways of managing present conflicts. For the evaluation of family interaction and the ways that children are caught up in parental conflict we used the semi-structured interview. The following variables were assessed:

- parental self differentiation and identity strength
- presence of certain defence mechanism splitting, projective identification
- parental past history in their family origin.

According to the findings of the present case study parental conflict is due to the low degree of self differentiation of parents who use projective identification and splitting as a way of managing conflict. The children caught up in this conflict adapt parental roles in order to mediate and patch up the conflict between their parents.

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Sexual Development and Sex Education in Early Years: A Survey of Pre-School Teacher Attitudes

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A6

Definition of the Problem: As sexual development and relations between the sexes are thought to have an important place in the overall psychological development and education of children, it seems evident from research that more and more emphasis is being placed on the early, pre-school years. The aim of this study is to survey the attitudes and opinions of a sample of pre-

school teachers in Greece and to stimulate discussion of aspects of sex education during the early years.

Theoretical Framework: Psychological research has indicated that sexual behavior starts at an early stage of development although among educationalists there is no agreement regarding the age when sex education should begin. At the same time, parents and teachers are deeply concerned about this aspect of a child's life, while lacking the necessary information, resources and support. There is a clear need, within the framework of pre-school education, to address and clarify these issues as a basis for improved provision.

Research Methods: A questionnaire with open and closed questions was completed by 300 nursery school teachers from different parts of Greece. Data from closed questions are presented using descriptive statistical methods. Data arising from closed questions are handled using content analysis methodology. Comparative data from Scotland could be available.

Major Findings: Results show clearly that pre-school teachers are greatly concerned with issues of sexual development and sex education of young children. They believe that it is important that sex education should start during the pre-school years. They also believe that families and schools on the whole are not in a position to meet the requirements demanded by appropriate sex education for young children. As a consequence, they think that sex education should be taught as a special subject in training courses for pre-school teachers. They also think that immodest sexual scenes on television, in films, in books and in advertisements etc. have a negative influence on the sexual development of children.

Evaluative Conclusion: The results of this study could be the basis for further discussion of issues relating to the sexual development and sex education of young children. Data might be compared with those obtained from similar studies in other countries.

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The Play Culture of Today's Urban Finnish Children

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B11

The ongoing research on urban play culture was originally entitled, "From fairy-princess to suicide on the playground slide: children's play culture in the 1990's"; the first part of the title illustrating the wide range of play themes from traditional figures to more "post modern" play ideas, and the latter part defining the time and focus of the dissertation (in the field of ethnology). The almost axiomatic starting point of the research is the general dependency of play on time and culture. This statement gives rise to the question: what does it mean more precisely in our complex contemporary society. It is not possible to describe the essential nature of today's culture as it is. According to the research aims, however, one has to select a perspective which can identify the characteristics of today's urban, Finnish play culture. In my dissertation, I participate in the discourse on the post modern. The way Beck, Giddens and Lash describe today's western society using the concept of reflexive modernization is fruitful

in my research.

The main aim of the research was to discover how and why time and culture is reflected in children's play culture. Answering the questions entailed studying the play culture in its natural context (home, daycare centres) and interpreting it in a wider cultural context.
Urban six-year-olds, attending daycare centres full-time (n=23, from middle-class backgrounds) were seen as representatives of their own (formally) illiterate subculture. The methodological choices (interview, observation and photography) made up part of the "small" perspective.

The microlevel approach taken made it possible to outline the children's play culture and get an idea of their own cultural competence including their ability to apply various, current play themes, based on first hand experience and the media. The material also reveals the multifaceted dependence on, and independence from, toys and other play materials, as well as individual play profiles within a common play culture.

Seeing children as competent representatives of their own culture does not, however, mean less responsibility for adults, but rather a challenge for a more detailed, precise analysis of adult roles. When describing reflexive modernization, Beck and Giddens emphasize the compulsion, not the freedom, to make our own decisions. Constructing their own childhood must not be a requirement for children, although it is their right to construct their own play culture.

By increasing the knowledge about children's own play culture, research enhances the opportunities for adults to understand the children's world and play culture better. It is also possible to see the research as a starting point for making decisions, for example, about the scope of children's free play.

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From Student Fond of Children to Expert of Education. Kindergarten Teacher's Developing Expertise

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C12

The purpose of the study was to examine the nature and development of kindergarten teacher's expertise as a situational and contextual process. In this process the working or learning environment forms the arena and a 'partner' for individual learning and development.

The essential method springs from the inductive grounded theory approach (Glaser & Strauss 1967; Strauss & Corbin 1991). The longitudinal data consist of two subdata, one of them focusing on kindergarten teachers (n=6) working in kindergartens and the other focusing on the student teachers (n=9) studying at the college for kindergarten teachers. The data were gathered using observations and video recordings of the subjects' instruction sessions, interviews with the subjects, their colleagues in the kindergartens and the teachers at the college and written documents (diaries, laws, curricula, schedules of learning).

The results show that expertise is a situational and cultural phenomenon. The interaction between the three elements, namely the personal dimension, the domain-specific knowledge (educational knowledge, knowledge of children, knowledge of context and didactic knowledge) and the working or learning environment is significant for the development of expertise. The culture of society gives a context for the situational interaction.

So the development of expertise is seen as a situational and contextual learning path that goes from one situation to another. The quality of the experiences forming in each situation reflects the future progress of the learning path. The variation of the learning paths is one reason for the variation in the expertise as well.

The study reveals important aspects on the nature of situated learning in expertise. The results are useful in developing both theories of expert development and practical solutions for teacher preservice and in-service education.

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Teachers at Preschools in Poland - What They Want to Do, What They Really Do and What Needs to be Changed

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I am involved in a comparative project on the quality of life of young children which is run in 14 countries worldwide. The project's name is Preprimary Project "Quality of Life Study" and it is coordinated by the IEA and the High/Scope Educational Research Foundation in the USA. During my presentation, I would like to deliver the theoretical and practical implications of the above research data for the Polish teachers' training.

The main issues of the presentation will provide the audience with some knowledge about teachers' behaviours at preschools, their management of children's time and the consequences of that on children's experiences and developmental status at four and seven years of age in a country faced with economic, cultural and social changes after the communist period (changes in values system of teachers, parents and children's expectations).
The role of the significant others (teachers) with their personal, professional characteristics will be taken into account as an impoertant element of a microsystem in which children are brought up and educated. The teachers' child rearing system values and their correlations with teachers behaviours and children's experiences will be the key element of the presentation.

Also, the main aims of pre-service teachers' training, the content of it in relation to the practice at settings - institutions with its own rules of functioning, social roles will be presented. Finally, some suggestions for teacher training in Poland will be proposed. The ecological theory of human development by Bronfenbrenner is a theoretical framework of the whole study and my presentation - and "the concept of cultural repertoire of belief systems which raises the possibility of other kinds of repertoires that can create or constrain developmental opportunity". (U. Bronfenbrenner, Ecological Systems Theory (in: Six Theories of Child Development, (ed.) Ross Vasta, Jessica Kingsley Publishers, 1992, p.228).

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Parent and Teacher Expectations for Four-Year-Olds. IEA Preprimary Project

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Early Childhood Education, University of Joensuu, Finland
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C11

In 1980, researchers from 15 countries launched a three phase study called the IEA Preprimary Project to identify settings in which young children (specifically 4-year-olds) of various nations spend their time, to assess the quality of life for children in these settings, and to determine how these settings affect children's intellectual, social, and academic development at age 7. The High/Scope Educational Research Foundation is the designated international coordinating center for the Preprimary Project conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The 15 participating nations in Phases 2 and 3 include: Belgium, Finland, Greece, Ireland, Italy, and Spain in western Europe; Poland, Romania, and Slovenia in eastern Europe; the People's Republic of China, Hong Kong, Indonesia, and Thailand in Asia; Nigeria in Africa; and the United States in North America.
Phase 1 (1986-1992) of this project produced profiles of national polices on the care and eduction of young children (Olmsted & Weikart, 1989), and used a household survey to identify and characterize the major early childhood care and education settings used by families for 4-year-old children in each nation (Olmsted & Weikart, 1994).
Phase 2 (1992-1996) uses extensive observational and interview data to examine the interactive settings and to explore the effects of program and family factors on children's developmental status at age 4. Also included in Phase 2 is the production of an international videotape series called Sights and Sounds of Young Children that shows typical early childhood settings in each participating country.
Phase 3 (1993-1997) completes the project by examining the relationship between early childhood experiences at age 4 and children's developmental status at age 7.

The conceptual framework of this study is based on the ecological model of development set forth by Bronfenbrenner (1979), which recognizes the complex interplay not only of humans and the environment but also of various environmental factors. The IEA study thus draws on ecological and cross-cultural perspectives to explore the interplay of five major groups of variables: 1) family characteristics, 2) setting characteristics, 3) teacher characteristics, 4) children's behaviors, and 5) child developmental status. This set of variables, represented in the three phases, is not only comprehensive but also basic to a process model of research (Crahay, 1990). The process model seeks to understand not just whether but, more important, how early experiences influence children's short- and long-term development.

This particular presentation will focus on Phase 2 of the IEA Preprimary Project, specifically findings about children's activities collected through direct observations in Poland, Finland, and the United States, along with segments from each national videotape that will be shown to answer such questions as:
1) What types of activites are children engaged in?
2) Are there great differences in the types of activities children engage in among the three countries?
3) What are children doing when they are not engaged in activities proposed by the teachers?

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The findings that will be presented will show differences as well as similarities of the types of activities children engage in the different types of settings among the three countries. For example, in all three countries across the various types of settings, physical activities constitute 20% to 32% of children's total activities except for in one type of setting (Head Start) in the United States where children engage in physical activities for 17% of the observations. For another example, in two of the three countries (Poland and the United States), children engage in preacademic activities for 10% to 15% of the observations in the various types of settings except in children's own homes in the United States (8%). In contrast, Finnish children engage in preacademic activities only 5% to 7% of the observations across all types of settings. Finnish researchers report that this is consistent with what parents and teachers believe - preschool children should not engage in academic activities until the children are in formal schooling.

Although the findings answer some of the above proposed questions, segments from each country's national videotape will conclude what is actually occurring in the various types of settings across these three countries.

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Comparisons of Quality Assessments with the ECERS in Sweden and Germany

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Introduction to Symposium

A2

Assessing quality in childcare provisions in a cross-national perspective is an emerging issue for the interests of both researchers and policy makers. The Early Childhood Environment Rating Scale (ECERS) by Harms & Clifford (1980) is presently the most widely used instrument for conducting those comparisons. The scale has been adapted in various countries and is used for research in national contexts as well as for international comparisons. However, our knowledge on the quality and interpretability of the obtained data in cross-national comparisons is limited. These concerns were the starting point for a German-Swedish project to address issues of cross-national comparisons using the ECERS in more detail.
The core of the project consists of parallel observations by two teams of trained observers from Sweden and Germany. 20 classrooms, 10 in each country, were visited twice on two consecutive weeks by systematically varied combinations of observers. In addition to the ECERS ratings, observers were asked to give the rationales for their scoring of selected items during an observation and to describe in an informal way their general observations of child care quality in the classrooms visited.

This Symposium deals with various results of the project. The paper by Schuster, Stahnke, Schlattmann, Däversjö and Shero et al. addresses the issue of informal observations in childcare centres in another country from a culturally different perspective. Tietze and Giota report on quantitative analyses of the ECERS ratings. Kärrby et al. report a qualitative analysis of the

ECERS ratings, and Kärrby and Tietze deal with the ideological and structural background characteristics of the national child-care systems in order to understand and interpret quantitative assessments in a meaningful way.

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Policy Issues in Childcare in Sweden and Germany with Regard to Quality

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A2

Systematic ratings of quality in childcare provisions are subject to a number of conditions that vary between countries. Some major conditions are linked to background factors of the respective national system. Differences in financial conditions, educational ideologies, organizational models, staffing conditions etc. are found to influence educational practice. The aim of the present paper is to present differences in childcare policy in the two countries that might have relevance for the interpretation of the quality ratings by the ECERS.

The compilation and comparisons of the reported conditions in the two countries are seen as underlying structures influencing the interpretation, understanding and the exploration of results from ratings made by two teams consisting of trained observers from both countries.

The results show that there is reason to assume that regulatable conditions and childcare policy have to be given more attention for both the adaptation of the scale and the understanding and interpretation of results before the scale can be used for comparison on an international level. The paper particularly deals with aspects of quality related to political issues of childcare provision. It is part of a multidimensional study of ECERS in an exchange project between Sweden and Germany.

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Qualitative Analysis of ECERS Ratings on Selected Items Obtained in Swedish and German Daycare Centres

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A2

The ECERS is an internationally widely used instrument for ratings of the quality in childcare provisions in a number of countries. The underlying assumption is that ratings made by trained observers are reliable and valid measures of quality, comparable between the countries. Experiences from international projects where the scale has been translated and applied in a new context indicate problems in the interpretation of items pertaining to cultural and national conditions. One explanation addressed in this paper is that ratings of ECERS items are influenced by the cultural and theoretical background of the observer. To check this assumption one Swedish and one German team, each consisting of three observers assessed the quality of child care classrooms by using the ECERS. Parallel observations were made in 10 Swedish and 10 German daycare centers on two consecutive weeks. In addition to the quantitative ratings for the ECERS items extended qualitative descriptions of the rationales for the ratings had to be added by each observer. However, it would have been an overload on the observer to describe in detail the rationale for ECERS scorings at each observation. Therefore a balanced design was developed which ensured that each observer described the same subset of about 3 items for a specific classroom. Across classrooms rationales for the scoring of all ECERS items are available.
Based on these descriptions a qualitative analysis has been made with particular emphasis on items which are differently rated by the Swedish and German observers and on items which were considered to be culturally significant.

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Adjustment Difficulties in Preschool Education: The Views of Educators

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A11

The time the child enters nursery schooling is considered to be a very important milestone in his life that signals his first and essential transition from the family environment to a broader social environment. In the recent years researchers' attention has been given to the way this experience involves in the psycho-social development of the child and to any problems that arise during the period of adjustment.

Recent research findings have shown that practitioners' sensitisation to insertion issues and their close collaboration with parents, together with reception provision play an important role in children's adjustment rate, as well as in the prevention of any potential problems (Bloom-

Feshbach 1988, Pierrehumbert 1992, Zazzo 1984).

Unlike almost every other European country where preschool provisions for the reception of the young children are enacted, preschool curriculum programme in Greece lacks concern about relative well-organised procedures. Therefore, practitioners are left to handle such issues in their own judgement and according to their personal attitude towards them.
The present research study has sought to investigate practitioners' views on the process of children's insertion and the difficulties they face in the adjustment period.

A questionnaire consisting of open-ended and close type questions that concern the four following thematic parameters was used:
1) Assessment of adjustment difficulties during children's insertion in nursery schooling.
2) Justification and handling of difficulties.
3) Conditions facilitating children's adjustment.
4) Partnership with parents.

A hundred (100) early years educators from the region of Thessaloniki filled in an equivalent number of questionnaires during an interview.

The first rough findings show the following:
- There is no organised provision for the reception of young children that could enable their insertion in nursery schooling.
- Despite the high incidence of appearance, practitioners seem to overlook the importance of the problems in children's adjustment.
- Such problems are attributed to the family and social environment, whereas early years practitioners feel less involved in the procedure.
- Certain difficulties have been detected in the parent-staff relationship.

These first rough findings seem to reveal (a) the growing need for well-organised reception provisions in the preschool settings and (b) the need for appropriate training for early years practitioners, so that they are readily able to help the child's passage from the home environment to early years schooling.

* * *

How Classroom Environments Promote Children's Competence

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B10

Recent research in the USA, most of it conducted in child care settings, has shown that young children's development can be predicted by characteristics of the classroom environment (Helburn, 1995; Howes & Smith, 1995). The methodology for these studies typically involves measuring characteristics of large numbers of classrooms and children with the child as the unit of analysis. This approach of the environment (e.g. global quality score, amount of responsive involvement from an adult directed to the focal child) and composite indicators of children's development (e.g. scores on development assessments or teacher ratings, amount of selected competent behaviors exhibited by the focal child). A weakness to this approach is that it tells us little about how, or the mechanisms through which, an early childhood setting exerts its influence on children's behavior. One way to better understand these mechanisms is to delineate

the circumstances in which a child is more or less likely to exhibit competent behavior. Because research and theory indicate that responsive adult involvement is an important contributor to children's competence in classrooms, it is also important to delineate the circumstances when this is likely to occur. The purpose of the study was to address the following questions:

- What child characteristics (age, sex) and classroom characteristics (adult involvement, activity setting, social context) typically accompany children's competent behavior (complex play with objects and peers)?

- Under what circumstances are children more likely to experience responsive involvement from adults in the classroom?

The sample consisted of 60 children (26 boys, 34 girls; Mean age = 53.72 months) in six developmentally appropriate classrooms. An average of 54 behavior samples was obtained for each child over a two to six week interval resulting in a total of 3230 samples. Behavior samples were obtained via a sweep technique during free play periods when children and adults had maximal latitude in their classroom location and behavior. Each child was observed in random order for two seconds, after which observers coded the classroom characteristics and childrens' behavior. A sweep of each classroom was complete when one behavior sample from each focal child had been obtained. Up to ten sweeps could be completed daily in each classroom. Each behavior sample was coded for level of peer and object play (according to Howes, 1980, 1990). Teacher responsivity was coded according to Howes (1990). In addition, gender, activity setting (e.g. blocks, housekeeping, art, books), and social context (alone, children only, children and adult/s, adult/s only) were coded. Inter-rater reliability was above .80 for all observation categories. The log-odds of complex play with objects and peers were modeled as a function of child and classroom variables. Because children, nested in classrooms, contributed multiple observations to the analysis, the models were fit using generalized estimating equation methods (GEE; Liang & Zeger, 1986).

Results for complex play with objects revealed that individual child characteristics were not important when differences among classroom variables were accounted for. When a teacher was present, the probability of complex play with objects increased dramatically in the art area. When children were in the manipulative area or "other" areas, the probability of complex play with objects was very low and presence of a teacher made little difference. The probability of complex object play in the dramatic area was relatively high regardless of level of adult involvement. The only significant predictor of complex peer play was social context. Complex peer play was rare over-all, but was most common when children were with one child or with a group of children (as opposed to alone or with a teacher with/without peers). The probability of responsive adult involvement was not affected by individual child factors. Responsive involvement from teachers was more likely when the focal child was alone with a teacher and in dramatic or manipulative play.

This study contributes to our understanding of how classrooms shape children's behavior. It appears that children exhibit competent behavior primarily as a joint function of activity setting and teacher involvement. Child characteristics and social context are less salient influences on children's competent behavior. These results provide some guidance for teachers' selection of free play activities and involvement with children in these activities to maximize children's competence. This behavior sample methodology appears to have some utility for enhancing our understanding of how developmentally appropiate curricula affect children.

* * *

Motor Development in Relation to Age, Gender, and Ecological Variables

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A8

Motor development is a fundamental aspect in the course of human ontogeny. Particularly in childhood motor skills play an important role in establishing the child's peer status and in the development of self esteem, at least in Western societies. Changed contextual conditions of living (e.g. motor traffic, TV, video games) may influence motor development significantly. Despite this, there is a noticeable lack of theories of motor development and of systematic empirical studies which examine the course of different motor skills and the factors that influence motor development.

Physical performance of preschool children and elementary school pupils (N=2309, 1165 boys and 1144 girls aged 61 to 108 months) was investigated and related to characteristics of physical growth, cognitive performance, and to ecological variables. Correlations between measures of physical growth and physical performance and between physical and cognitive performance are positive and significant. Measurements of physical fitness and body coordination increase with age. Significant differences can be found between boys and girls. However, boys exceed in some items, girls in others. Children of higher SES background perform better than children of lower SES background, and children who participate in sports activities outside school outperform those who do not.

The relations analysed between place of residence (rural, urban), kindergarten attendance before entering school, number of siblings, sibling rank position, and parents' participation in sports activities and physical performance are insignificant.

* * *

The Pyramid Program: An Educational Concept for 3-6 Year Olds

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A12

The Pyramid project is based on two fundamental concepts, which in education strongly determine the functioning of the teacher and child. The concept of psychological or mental awareness, which has its origins in the theory of attachment (Bowlby, 1969; Erickson, Sroufe and Egeland, 1985). It represents nearness and security. The educational activities of the teacher aim at giving the child a feeling of security through the actual or psychological nearness of the teacher. A seemingly contradictory concept is the concept of psychological/mental distance: the child must learn to take a distance from itself, from its immediate environment, from the 'here' and 'now'. It must learn to take a distance in time and space. It must make representations and link them mentally. It must learn to get an overview of the world. This concept stems from the theory of psychological distancing (Sigel, 1970 and others). This theory is a coherent theory for eight development areas that are distingished in the overall program. The presentation will handle these concepts and areas more in detail. The daily routine of the program in the classroom consists of a free part (play) and a dircted part (in which the teacher structures the

situation; themes and projects). Other important elements of the program which will be illuminated at the conference are the observation and monitoring system, which when used twice a year gives information of which children are ready for being tutored by the tutor. This extra person in the classroom gives individual preventive and remedial help. Also important within the program are the relations with the parents at home.
Preliminary results of the first half year will be presented.

* * *

Damit wir halten können, was wir versprechen - Aspekte der Qualitätssicherung im Kindergarten

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C14

Die Qualitätsdiskussion hat im Bereich der institutionellen vorschulischen Erziehung eine lange Tradition - auch wenn sie nicht unbedingt unter diesem Namen geführt wurde. Sie war fast ausschließlich fokussiert auf die Beschäftigung mit Strukturqualität, d.h. auf die Definition personeller und Ausstattungsstandards, die als Voraussetzung für gute pädagogische Arbeit galten. Der Einbezug der Kundenperspektive (Kinder und Eltern) machte deutlich, daß Prozeß- und Ergebnisqualität ebenso relevant, wenn nicht relevanter für eine umfassende Definition und Beschreibung der Qualitätsaspekte einer Kindertageseinrichtung sind. Gerade in sozialen Dienstleistungsorganisationen steht die Prozeßqualität im Mittelpunkt des Interesses von Kunden und MitarbeiterInnen der Organisation. Dem Abnehmer der Dienstleistung und den Kostenträgern eine bestimmte Qualität garantieren kann die Kindertageseinrichtung aber nur, wenn über die Beschreibung und Überprüfung von Struktur-, Prozeß- und Ergebnisqualität hinaus Maßnahmen eingeführt werden, die die laufende Abgleichung der konkreten Arbeit mit den formulierten Zielen erlauben und die Weiterentwicklung der Einrichtungskonzeption anregen. Erst mit der Verwirklichung dieser unterschiedlichen einzelnen Schritte kann von Qualitätsmanagement gesprochen werden.

Das Referat versucht, die in der Qualitätsdiskussion verwendeten Begrifflichkeiten aus der Perspektive der vorfindbaren Praxis in Kindertageseinrichtungen mit Inhalt zu füllen. Bereits vorhandene Ansätze zur Qualitätssicherung sollen identifiziert und gewürdigt, entsprechende Desiderata aufgezeigt werden. Die Aufarbeitung des begrifflichen Rahmens erlaubt auch den ersten skizzenhaften Entwurf eines Konzepts der Qualitätssicherung in Kindertageseinrichtungen.

* * *

Helping Children with Socio-Emotional Problems and Special Developmental Needs. Results of an Action-Research in Early Childhood Settings

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D9

The above described process-oriented child monitoring system helps teachers to locate children with socio-emotional problems and with special developmental needs. Children with socio-emotional problems do not - due to all kinds of circumstances - succeed in realizing a satisfying interaction with their environment. They come under pressure and risk to lose contact with their inner stream of experiences. Children with special developmental needs are those who fail to come to a level of activity on which the quality of "involvement" is realized. Therefore, we can expect a stagnation in their development, especially in the domains lacking involved activity. Action research has given an answer to the following question: How can teachers invervene effectively towards those children?

A two year qualitative research in 9 early childhood classes (age range 4 to 5) was set up. The study consisted of 57 case studies of children who got less than level 4 for well-being or involvement on the 5-point scale which is part of the class screening procedure of the "Process Oriented Child Monitoring System". During the first year 92 half days were spent observing in the classrooms, 73 half days the second year. The observations were discussed with the teachers (year 1: 26 discussions; year 2: 52). Pictures and video recordings were made.

The study has resulted in a screening instrument that offers keys to recognize symptoms, behavioral patterns and basic needs that are at stake. Further a procedure is provided to gather new information, to make interpretations and to gradually develop a synoptic view on the child. Possible interventions are systematized in 9 well-documented categories, ranging from "giving positive attention and support" to "giving security by structuring time and space" for children with socio-emotional problems, and from "giving support to children with low self-steering capacity" to "helping children to develop language and communication skills" for children with special developmental needs.

* * *

Dramatic Play as a Didactical Environment for Young Children: A Study which Focuses on Mathematical Notions

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B5

This paper reports the possibilities of dramatic play in the creation of a didactical environment for the mathematical notions. Our approach is based on the following considerations:
a) For young children the role play and the symbolic play constitute of learning (Vygotskian approach).

b) The mathematical notions are developed through the organization of phenomena and everyday life experiences (Freudenthal's didactical phenomenology).

We assume that for the children of kindergarten (4-6 years old) the phenomena and the experiences of everyday life seem not to be enough to invoke the necessity to organize these phenomena by means of mathematical notions. We claim that the organization of didactical situations by means of dramatic processes and experiences can offer to children the phenomena and the experiences which are necessary for mathematical notions.

A pre-experimental approach ended up with a program of 9 sessions of dramatic activities related to the elaboration of the notions of geometrical schemata (recognition and differentiation). This program has taken place during January and February 1997 in the kindergarten of Department of Preschool Education of the University of Ioannina. The sessions were videotaped and analyzed. In the pre-test there were traditional activities for the evaluation of the children's knowledge about the geometrical schemata.

The analysis of our data shows the following results:
a) The children who participated in this program were very active and interested in the program. Moreover, it seemed that for some children the dramatic play activities stimulated their interest in geometrical figures. So, some children who did not participate in the traditional activities in the pre-test, changed their attitude during this dramatic play.
b) The dramatic play works as a diagnostic mean, because children express exactly their knowledge about the notions. It was noticeable that, although in the pre-tests the children recognized the circle, during the 5th session they express a lack of understanding this schema.
c) The activities in the dramatic play provide opportunities for the elaboration of conceptions about the geometrical figures. We found that although in the pre-test activities all children had misconceptions about the concept of triangle, during the 6th and 7th session they had changed their attitudes and they grouped all triangles together.

Hence we can argue that dramatic play helps to create a rich didactival environment for the elaboration of mathematical notions. Our results confirm that the positive contribution of dramatic play is based on two components:
a) it helps to create activities they are worthy for the children to investigate. Moreover, the active implication of the children allows the development and the understanding of mathematical notions.
b) this didactical environment allows children to express their knowledge, and also can be used as a diagnostic mean for the evaluation of children's conceptions.

* * *

Observing Children and Teachers in Preschool Settings: Austrian, German, Portuguese and Spanish Classrooms

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B8

This paper presents selected results of observations carried out in a sample of preschool settings in four European countries: Germany, Portugal, Austria and Spain.

"Observation of Activities in Preschool" (OAP, Palacios and Lera, 1992) was the instrument used for observing children and teachers. Following a time-sampling procedure, 20 observations were made in a sample of 313 preschool classrooms (103 classrooms in Germany, 88 in Portugal, 80 in Spain and 42 in Austria). Centres were randomly selected, in each classroom one girl and one boy were chosen as the target-children to be observed.
Results indicate that Spanish and Portuguese classrooms have a profile more "academically/learning-oriented": most activities are structured, language and fine-motor content is emphasized; children act in a parallel way, and teachers spend considerable time explaining and controlling children´s work. German and Austrian classes have a profile more "play-oriented": for example, activities are less structured but open and creative; dramatic play, construction or drawing is emphasized, and teachers spend more time sharing children´s activities or doing things not directly related to the children (arranging materials, absence, etc.). Results point to two different didactic approaches, related to different contents of activities, different roles of teachers, and different social organization of the class as a group of learners.

* * *

Quality of Kindergarten Kids' Play Interactions: A Behavioural Coding Approach

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B9

This paper explores the theoretical notion of co-construction, rooted in neo-Vygotskian and neo-Piagetian theorizing, with respect to child-child interactions in kindergarten classrooms. Following Wertsch, co-construction is defined as the process of constructing knowledge in an interpsychological form, such as a dialogue or a coordinated joint action sequence, within the participants' zone of proximal development. Co-construction seen like this analytically precedes internalisation, that is, learning and development in a more narrow sense. A basic and promising notion is that knowledge co-construction has a surplus value above individual constructive interactions. It is presupposed to increase active learning time, to promote deeper information processing due to sociocognitive conflict between the participants and to lead to richer knowledge structures extending into the participants' zones of proximal development.

As part of a larger research Study four-year-old kindergarten kids' play activities and interactions in regular classrooms were recorded on videotape and coded in the laboratory. Both verbal and nonverbal elementary behaviours were evaluated on three main dimensions, viz. participation, cooperation quality and cognitive/communicative level, based on distancing theory. The present paper examines in detail how cooperation is established and maintained, and how cooperation, active learning and cognitive/communicative level are interrelated. Conceptual and methodological issues will be foregrounded.

* * *

The Aesthetics of Play: How Children Create Meaning in Play

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C1

The aim of this study has been to investigate the connections between play and cultural aesthetic forms and develop models for a creative pedagogy of play in order to understand the potential development of play and children's creating of meaning.

On the basis of Vygotsky's cultural historical theory (interpreted in aesthetic and creative terms as opposed to Leontjev's theory of play as reproduction), and theories of drama and literature, an approach to play is developed which recognizes a dynamic connection between children's play and the cultural influence of their environment.

Didactic projects ("developmental experiments") were tried at a day-care center in Karlstad with "play-themes", where the narrative was the main thread, drama pedagogic methods were used and the structural basis was the form of play. The method of analysis was based on qualitative text interpretations of both dramatizations and children's play (videotaped) and the pedagogic analysis reflecting the dynamic relations between play and culture.

The results show that a common playworld helps develping play in preschools. The children created meaning on the basis of the entire situation. When the adults dramatized characters and actions they established a dialogue with the children so that they could enter the play fiction. World, action and characters are interconnected in play and the children create meaning which provides a basis both for abstract thinking and for artistic, creative ability.

* * *

Transition from Preschool to Primary School: The Importance of Space Structure and Organization

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A13

Transition from preschool to primary school is an underresearched factor, although claimed to be very important for children's development and learning.

This paper presents a study of 17 classrooms within Childhood Project, at the level of space structure and organization in comparison with the 17 primary schools that will receive the preschool graduates of those preschool classrooms.

The data is analysed at three levels: 1) the theoretical foundation that considers space as curricular dimension; 2) the practical level of a main factor in observed children "cultural shock" during transition time from pre-school to primary school; 3) space as a key factor for the collaboration of preschool and primary school classrooms.

* * *

Die Identität der Kinder in der Emigrationssituation

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A10

Migration als ein Wechsel von einer Gesellschaft in eine andere, von einer sozio-kulturellen Umgebung in eine andere, stellt das Problem über die Identität der Emigranten. Der Forschungsgegenstand ist die Konstruktion von Kinderidentität in der Emigrationssituation. Da die Identitätskonstruktion eng mit der Sozialisation des Kindes verbunden ist, ist sie im Kontext der Familie betrachtet. Nach der Beziehung Heimat - Emigrationsland werden 3 Gruppen von Kindern eingeteilt: 1. Kinder, die in Bulgarien geboren sind und zusammen mit deren Eltern nach Europa auswandern; 2. Kinder, die in Bulgarien bleiben und deren Eltern (oder einer von ihnen) ausgewandert sind/ist; 3. Kinder, die im Immigrationsland geboren sind (zweite Generation der Emigranten). Das Schwergewicht liegt auf folgenden Aspekten der kulturellen Identität: das Gefühl der Zugehörigkeit und Abgrenzung (das Problem "wir" - "andere" - "eigenes" - "fremdes", die Dimensionen der Verfremdung), Heimatkultur - neue Kultur, Sprache, neue Vorbilder, Werte, Lebensperspektiven. Ein ethnohistorischer Vergleich zwischen bulgarischen Emigrantenkinder aus zwei historischen Perioden (Zwischenweltkriegszeit und Gegenwart, nach der politischen Wende 1989) stellt die identitätsbestimmende Dominanten im sozialgeschichtlichen Kontext dar.

Dies ist eine kulturanthropologische, ethnohistorische Forschung, die durch Methoden der lebensgeschichtliichen Interviews und teilnehmender Beobachtung durchgeführt ist. Sie stellt einen Aspekt der umfangreichen und aktuellen Problematik über die bulgarische Emigration

nach Mittel- und Westeuropa dar, die auch ein soziales und wirtschaftliches Problem ist.

* * *

Gender Socialisation in Childhood - The Feeling of Being Different from Others Among Girls

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C8

One result of our study on biographical dimensions of socialisation is that women who become scientists later on, feel different from their peer groups, their families and even their social class. They are not integrated in their social environment, but are often alone and their interests mostly concern books and science in general. Education is the instrument that allows to get out of the social context. The feeling of being different and strange ends for the first time when they join the university as students and then they know: "Now I am at the right place".

This socialisation effect is not described yet in science. These children are outsiders but nevertheless try to get forward and climb the social steps by gaining knowledge. May we infer that socialisation is not only a process of fitting suitably into the social group but mainly being alone and feeling isolated? These topics are illustrated by data of the biographical study and by theoretical findings.

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The Importance of Teacher-Training in Basic Facilitative-Counseling Skills on Pupil Emotional and Social Development

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D8

The primary objective of this research effort is to estimate the effects of early childhood teacher training in basic facilitative-counseling skills on their pupils' emotional development and interpersonal adjustment. It is believed that children's affective and social growth is just as important as their cognitive growth and teachers should aim at facilitating it. In order to be better equipped for this task teachers must have well-developed interpersonal skills through which to establish, maintain, and promote effective interpersonal relationships in the classroom. Research investigations have repeatedly evidenced the beneficial effects of teacher training in interpersonal skills on students' personal development and positive evaluation of the classroom experience.
For the purposes of the present pilot (preliminary) study 30 Early Childhood Education teachers have been selected on the basis of temperament and personality variables, to be trained

in basic facilitative-counseling skills. Pupils of their classroom were tested on their emotional development state and interpersonal behavior at the beginning and will be tested again at the end of training to see if their teacher's training will have affected their behavior. Since training is taking place during this Spring 1997 we do not have as yet any findings. The results will be obtained by June 1997 and conclusions will be reached and presented in Munich, in September 1997. If training does show a positive influence on pupils' emotional and social development, as it is being hypothesized, then suggestions will be made for the development of a Greek educational policy which will introduce basic human relations courses in teacher education programs.

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L'Elaboration fu Recit a Partir d'une Sequence d'Images par des Enfants d'Age Préscolaire

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D13

La présente recherche porte sur l'élaboration du récit à partir d'une séquence d'images par des enfants d'âge préscolaire. Pour savoir si les enfants sont capables de traiter les informations à l'entrée au fur et à mesure quelles se prèsentent à eux et établir une cohèrence causale, nous leur prèsentons un ensemble de dix images ordonnées recontant une histoire précise. Ensuite, nous leur demandons de raconter l'histoire d'après les images. De plus, pour tester a capacité des enfants à établir des liens de causalité, nous leur présentons des images en désordre décrivant une autre histoire. Les enfants doivent reconstituer l'ordre des images en le justifiant, créant ainsi un récit cohérent d'une histoire nouvelle pour eux.

Le cadre théorique est basé sur Applebee (1978) et sa vision du progrès évolutif des structures narratives ainsi que sur l'approche de la psychologie cognitive (Fayol 1985, Denhiere 1984) et al considération du récit comme la trace d'une résolution d'un problème et du contenu du récit selon des graphes hiérarchisés de but et sous-buts.

La méthode utilisée est celle de l'entretien, chaque enfant séparément étant invité à raconter, dans une pièce à part, l'histoire évoquée par les images. Les images correctement ordonnées décrivent l'histoire de Prokoviev, "Pierre et de Loup", adaptée par Selina Hastings, tandis que les images arrangées au hasard évoquent la fable d'Esope, "La Pie qui voulait devenir un Paon", adaptée pour enfants d'âge préscolaire.

La recherche est effectuée sur un échantillon de 100 enfants. En utilisant la méthode de l'entretien nous avons examiné si les enfants utilisent toutes les marques qui caractérisent le récit, si ils comprennent la structure du récit (exposition initiale, complication, résolution, morale), si ils produisent des récits partiels ou inachevés, si leurs récits sont plutôt centrés sur les localisations et les rapports spatiaux, sur les actions effectuées par les personnages par rapport aux actions qui se déroulent.

Les implications pratiques de cette recherche résident dans le domaine des activités menées en école maternelle ciblant le développement des capacités narratives chez les enfants d'âge préscolaire.

* * *

The "Process Oriented Child Monitoring System": The Shortest Way to Identify Children who Need Special Attention

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D9

A successful strategy for "Extending Care" begins with the early and correct identification of children with difficulties. Most monitoring systems concentrate on the assessment of the level of development in all the domains that matter, but there are some difficulties attached to such an approach: (1) filling in the forms is very time consuming (often there is an imbalance between the time spent on diagnosis and on intervention); (2) most systems are restricted to isolated academic areas and forget that a child functions as a whole; (3) together with this level-oriented assessment a direct-instruction type of paradigm seems to be taken on board suggesting that the job can be done by breaking down the task in more pieces.

In this paper a different type of monitoring system will be presented. It was developed in the context of action research capitalizing on concepts stemming from the innovative project "Experiential Education". This system focuses on two process variables, i.e. "emotional well-being" and "involvement". The degree of well-being shows how much we succeed in helping the child feel at home, to be himself, and to have his/her emotional needs fulfilled. Involvement refers to intense experience, intrinsic motivation, a flow of energy and a high level of satisfaction connected with the fulfillment of the exploratory drive. An involved person operates at the very limits of her/his capacities. The "Process Oriented Child Monitoring System" (POMS) contains three steps. This paper focuses on the first, i.e., the screening of the class group using a 5-point scale for both process variables.

The study took place in 12 preschool settings (8 children per setting selected at random). The data gathered consisted of (1) the results of the class-screening by the teacher, (2) an overall assessment by an external observer of involvement and well-being for each child (on the basis of one day's observation per setting), (3) the results of a parallel scoring of involvement by both teacher and observer, (4) an interview with the teachers exploring the scoring process.

Both a quantitative and qualitative analysis support the conclusions that: (1) teachers are able to score involvement in a reliable way in direct observations (correlation with the external observer was .78); (2) on the basis of a one day's observation an observer can give an overall score of involvement and well-being for individual children that comes close to the teachers assessment (correlation: .71 for involvement and .69 for well-being); (3) in the use of the 5-point scales for the class-screening, occasionally irrelevant aspects are taken into account that lead to a wrong scoring (this insight will be integrated in the manual training); (4) the periodic screening of the class group gives teachers a sense of purpose: they get immediate feedback and can get to action without delay. As such this approach evokes enjoyment and more intrinsically motivated action within the relevant fields of development.

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An Examination of the Contemporary American Kindergarten from a Historical and Sociological Perspective

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A4

Kindergarten education in the United States has a rich and interesting heritage, and is even more fascinating and varied in present-day appearance. At age five children begin kindergarten which is often viewed as a transition from an early childhood program to a more structured and serious first grade.

Friedrich Froebel, a philosopher and educator, began the original kindergarten in Germany in 1837. The word "kindergarten" literally means "children's garden", which reflects Froebel's philosophy of actively involving children and supporting their development through self-initiated play. In Wisconsin in 1856, Margarethe Schurz introduced kindergarten to the United States. The first public school kindergarten opened in 1873 in St. Louis, Missouri, under the leadership of Susan Blow. Through the years, the U.S. kindergarten experienced numerous changes. These changes reflected societal conditions as well as the influence of the ideology that prevailed in the public schools.

This paper will examine the American kindergarten based on the author's extensive experience with kindergarten teachers and programs over the last three decades. Informal data include case studies, interviews, and the experience of directing the Kindergarten Institute for ten years. Today, a visitor to kindergartens in the United States would observe a wide range of practices. On one end of the continuum are kindergartens with child-centered programs that are experiential aund where children are involved in making decisions and choices. On the other end of the continuum a visitor would observe kindergartens that are teacher-directed and where children assume a more passive role. Obviously, a visitor would observe many kindergartens at various positions on this continuum.

Significant societal and educational changes in the U.S. during the last two decades have influenced kindergarten programs. The increased rate of divorce, the economy, and the increase in two-employed parents have affected the American family. Education changes include a shift to an emphasis on standardized testing at all levels, accountability, and the incorporation of pre-kindergarten programs in public schools. In addition, schools are responding to the needs of demographic shifts in the nature of the population. Increasing numbers of children have multi-culture backgrounds and English as a second language.

The continuum of varied kindergarten programs is a reflection of society and education in the United States today. The American kindergarten will be examined from a historical and sociological perspective. The results of a current and thorough literature review will be shared with participants.

* * *

Crosscultural Perspectives on Interaction with Minority and Majority Children in the Swedish Preschool

Kerstin Nauclér
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B14

A well-known problem within the education of migrant and other bilingual children is the higher incidence of school failure among children of certain non-mainstream backgrounds. In Sweden, Turkish children have been found to have significantly more problems achieving school success (Eyrumlu, 1992). There are also indications that reading achievement is lower among immigrant children generally (Taube & Fredriksson, 1995). Previous studies in other parts of the world have indicated that one source of these problems may be a mismatch between ways of using both spoken and written language in non-mainstream homes and in the mainstream school (Heath, 1983, 1986, Pease-Alvarez & Vasquez, 1994). Others have stressed inequality in power relations holding between majority and minority members in immigrant societies (Ogbu 1992, Cummins 1996).

The purpose of the project "Language Socialization of Immigrant Children and its Relation to Language Learning in the Swedish Preschool" has been first to investigate the possibility that a mismatch already exists between language socialization practices in the home and in the preschool for Turkish children in Sweden, and second to find out whether the Swedish pre-school provides an environment that prepares both minority and majority children for the acquisition of literacy in the school. Within the research project we have studied interaction between Turkish bilingual and Swedish monolingual children and adults in different activities and in different settings, i.e. home and pre-school. In the present paper, I will focus on differences in Swedish mainstream teachers' interaction strategies with Swedish and Turkish children in a storytelling activity, which is considered to have important implications for later literacy development. The results are discussed in relation to empowerment and/or disempowerment in education of minority children (Cummins 1996).

* * *

Self-Evaluation of Professional Growth

Anneli Niikko
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C12

This is a qualitative (ethnographic) research. I examine how six teachers in training evaluate their professional growth in the end of their using portfolio-material which they had collected during their study. Some of these student teachers teach day care helpers. The concrete questions are: What kinds of materials has a teacher collected into her portfolio and how has she organized it? What has she learnt of a portfolio? What kind of things do they evaluate in their professional growth using a portfolio?

Professional growth here means dynami learning-processes where teachers will become the

builders of their own knowledge, of their own professional skills and of their own professional and personal identification. Teachers' professional and personal growth is the part of their life-history, their education and their organization's basic task. Self-evaluation is the part of their everyday doing when the teachers are interested to know more about themselves as teachers and their work. The portfolio is the collection of teachers' significant things and it tells what kind of material and information teachers have recorded.

I have analysed results using the method of Giorg's psychological method. Preliminary results (some) show that teachers evaluate and analyse their knowledge and learning and the changes in these things. Teachers evaluate their teaching behaviour and compare it with former phases of their teaching and also with their students. They evaluate that they have become conscious of their teaching style and its meaning in their professional growth. They evaluate that they have become conscious of the challenges of their professional development. Before teacher education they had teaching experience but not "real tools" to manage teaching and analyse their own learning. Further they evaluate that they have become conscious of their personality. They have found "a strong profile to work". They felt they are now "real teachers" and "good teachers". They have internalized thinking that they don't need to be a teacher who knows everything. It is enough when they are really interested in their students. They like to be "only human being". The conclusions of my research are: If we as educators give student teachers possibilities to evaluate and reflect their own learning and their own growth by a portfolio, we will support their professional growth and professional autonomy. And further, if we as educators are ready to study for example how teachers evaluate their own professional growth, we will get information of the influence and the results of education.

* * *

Making Oneself Seen and Heard - Conditions for Girls´ and Boys´ Communication in Preschool

Birgitta Odelfors
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A6

This paper presents data from a study about the conditions underlying children's use of various languages in making themselves seen and heard. The aim of the study was to identify conditions which suppoert or limit children in expressing themselves. By interpreting accounts and acts, my purpose was to identify conditions which support or limit children from the perspective of the children. The focus of the study was on gender differences and on the illumination of what supports these differences.

The inquiry is a field study and includes three day-care centers. The techniques used for data collection were observation, encompassing the field notes and video, and interviews with the children. The observations and interviews focused on various activities which took place at the day-care centres: play, circle time, age-related group activities and picture activities. The theoretical framework includes concepts from social psychology, developmental psychology and sociology.

The results show that the central condition from the perspectives of the children is to be able to participate more actively in groups led by adults. The most significant condition for the children's active participation in these groups is shown to be the adults' degree of response. The adults contributed to the creation of space for the participation of the boys in these

different ways, the adults reinforce the traditional sex roles of children.

* * *

Issues of Developmental Education

Bert van Oers
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Introduction to Symposium

B2

In the past decades, a new play-based 'curriculum' (Basisontwikkeling) for 4 - 7/8 year old children is developed in the Netherlands. Based on a Vygotskian conception of education to participate autonomously in sociocultural practices, taking into account both the children's interests and capacities, and the teachers' educational intentions. This curriculum is, however, not a syllabus with materials, instructions, and a predetermined learning route along a fixed order of goals. Basic development ist, rather, a strategy for the teacher, assisting her in the organization of the educational interactions with children, as well as in the employment of teaching opportunities that occur in the context of play.

This symposium elaborates the notion of developmental education for young children as it is embodied in the play-based curriculum. In this approach, the teacher is seen as an important dynamical factor in the promotion of the development of the children. It is assumed that the development of the children's autonomy strongly depends on the teachers' own ability to interact constructively with the pupils. Teachers have to appropriate and improve this ability in their work with children. Hence, special attention should be given to the assistance of the teacher and her appropriation of this educational strategy. In the past five years ample experience is build up in educating teachers in different situations. This symposium discusses some of the results with respect to the education of the teachers, and the consequences for children.

* * *

Empowerment through Playing

Bert van Oers
Free University, Amsterdam, The Netherlands

Introduction to Symposium

C1

One of the challenges of educational systems is how to prepare the younger generation for a future society? Fundamental social changes are taking place at the moment, posing different kinds of new social problems. Preparing our children for their future implies helping them to cope autonomously with these problems and helping them to figure out their own solutins to future problems. Indeed, these demands call for a reappraisal of our conception of childhood

and education. A straight transmission of the solutions that we imagine now (one the basis of our present insights and values) will probably not be very successful.
What is needed is a transactional approach to empowerment for a life in a heterogeneous and open society. A starting pont for theis symposium is the idea that the education system should assist children to enhance their capacity to participate meaningfully, creatively, responsibly, and self-dependently in cultural pracitices. Obviously, children cannot appropriate these qualities on their own. They need cognitive assistance, and social and emotional support from adults and peers. This educational aim requires empowerment of both the pupils and the teachers/parents: insights, (intellectual and social) skills, and attitudes to realize the necessary forms of participation. The basis for this should be laid in early childhood.
The contributions to this symposium will address parts of this problem of empowerment by investigating the potentials of play activities for empowerment. Each of the presentations examines early education settings with regard to the promotion of different aspects (social, aesthetic, cognitive) of the pupils' development for a future society. The discussant will reflect on the contributions from a practitioner's point of view.

* * *

The Potentials of Imagination

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Free University, Amsterdam, The Netherlands

C1

Different authors have emphasized the importance of imagination for the development of human beings and for our culture as a whole (e.g. Vygotsky, Bachtin, Egan). An important element of imagination is the creation of symbolic means (notations, drawings, diagrams, texts) for the exploration of the world from a new perspective.
In the context of the early grades of Dutch primary schools (4-7 year old children) we studied different activities of children while they were making symbolic representations of real or imaginary situations. We used a multiple-case, replication study methodology (Yin). Our observations in two activity settings show that the children were engaged in a real semiotic activity reflecting on the interrelationship between sign (drawing/text) and meaning (object/story), and adjusting the sign until it matches the object. Personal meaningfulness of the activity turns out to be very important for semiotic activity to occur. Differences between the two activity settings are discussed.
Our findings suggest that (and how) teachers should participate in young children's play activity in order to promote forms of semiotic activity, stimulate the development of imagination, contribute to cultural learning processes, and by doing so contribute to the empowerment of the pupils.

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108

Turkish Pre-School Children's Perceptions of Maternal Acceptance

Ayla Oktay & Alev Önder
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D4

Because improved self-esteem is a viable educational goal, it seems important to examine this construct in Turkish pre-school children. According to the domain-specific approach to self-esteem, maternal acceptance is seen as one of the main domain of self esteem in pre-school children. The purpose of this study was to examine the Turkish pre-school children's perceptions of maternal acceptance in relation to the educational level of mothers, age and sex of the preschool children.

A Turkish version of the maternal acceptance subscale of the Harter's Pictorial Scale of Perceived Competence and Social Acceptance for Young children which had been adapted to Turkish culture by Alev Önder, was used to address children's perceptions of their mother's behavior. The mean scores of maternal acceptance were analyzed by a three-way ANOVA with the variables of educational levels of mothers (high, low), age of children (4, 5, 6) and sex of children.

The results of the study indicated that children of mothers at higher educational level perceived more maternal acceptance than children of mothers at lower educational level. This result reveals that in parent training programs organized for Turkish families, mothers at low educational level should be prioritated.

* * *

Projektunterricht im Kindergarten

Spiros Pantazis
University of Ioannina, Greece

D14

Im Laufe der Zeit hat sich die Situation im Kindergarten und in der Schule verändert. Die Rede ist von einer schwierigen und problematischen Situation, die sich oft von den pädagogischen Perspektiven und Aspekten unterscheidet. Neben dieser veränderten Situation darf auch die Veränderung der Kindheit, der Welt des Kindes nicht übersehen werden. Die Eltern haben Schwierigkeiten mit dieser Veränderung und können nicht angemessen reagieren. Der Unterricht im Kindergarten wie auch in der Schule spiegelt eine verunsicherte Gesellschaft wieder, die folglich die Selbständigkeit, die Fähigkeiten und Fertigkeiten des Kindes nicht fördert. Insgesamt scheint die Bildungsqualität vernachlässigt zu werden.
Trotz dieses negativen Eindrucks von der heutigen Erziehung und Gesellschaft sind einige Gruppeninitiativen positiv. Diese Initiativen zeigen, welche Dimension die heutige Bildung haben muß. Im Gegensatz zu der Vergangenheit sind diese Initiativen nicht von ideologischen Richtungen beeinflußt, sondern sind ein Versuch, praktische Fragen zu beantworten.
Das bezieht sich grundsätzlich auf die Bildungsart, mit der der Kindergarten oder die Schule das Kind auf die komplizierte Wirklichkeit vorbereiten können.
Im Rahmen dieses Versuchs hat die pädagogische Abteilung der Universität in Ioannina 1992

einen experimentellen Kindergarten gegründet. Die wichtigste Methode ist der Projektunterricht, der sich mit ökologischen-sozialen und freien Aktivitäten beschäftigt. Ziel dieses Versuchs ist es, den wirklichen Sinn des Kindergartens wiederzufinden. Das Projekt zielt auf die Lebensfreude des Kindes, sowohl auf individueller als auch gemeinsamer Ebene. Die Erzieher/innen müssen dem Kind die Möglichkeiten geben, seine soziale Fähigkeiten zu entwickeln und den Kindergarten als Lebensraum zu gestalten. Es handelt sich um Erziehungsansichten, die mit Lebenssituationen, Erlebnissen und Erfahrungen des Kindes zu tun haben (Situationsansatz). Wir bemühen uns also, das systemisches Denken als Bildungsprinzip zu verwirklichen.
Mit diesem Erziehungsverfahren gewinnt das Kind mehr Selbständigkeit und Freiheit im Raum des Kindergartens. Es geht um einen Erziehungsaspekt, der unabhängig von den traditionellen Methoden ist. Es darf aber nicht übersehen werden, daß der Bildungsinhalt in den nächsten Jahren keinen starken Veränderungen unterworfen sein wird. Nach diesem Aspekt wird das Kind als selbständige Individualität und Persönlichkeit akzeptiert. Das Kind wird als ein selbstorganisiertes System angesehen. So muß das Kind entscheiden und den Erziehungsinhalt selbst gestalten können. Das Kind muß die Gelegenheit haben, seine eigene Arbeit im Kindergarten, den Inhalt seiner Bildung zu gestalten. Das Kind muß an der Planung des Projektunterrichts und des täglichen Programms teilnehmen. Grundprinzip der Arbeit ist das Vertrauen des Kindes in die eigenen Kräfte.
Dieser Projektunterricht hat als Folge, daß das Kind die Möglichkeit hat, im Kindergarten und in der Schule zu leben und aktiv zu werden. Verschiedene Persönlichkeiten lernen, in einer Gruppe zu leben. Die Begriffe, die für uns wichtig sind, heißen "Autonomie" und "Integration". In geeigneten Situationen kann das Kind einerseits seine Autonomie entwickeln und andererseits kann es sich an Gruppensituationen gewöhnen.
Die bisherigen Erfahrungen sind positiv. Das Wichtigste ist, daß das Kind glücklich im Kindergarten ist und freiwillig an den verschiedenenen Aktivitäten teilnimmt.

* * *

Contextual Factors and Quality in Early Childhood Education

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Introduction to Symposium

B10

This symposium will provide a comparative focus on the influence and implications of contextual factors on the quality of early childhood education and care. It is based on the premise that all provision for young children is located culturally, geographically, historically, socially and politically, and that these factors have an impact at a macro and micro level. All provision for young children operates within a social and cultural context, it cannot exist independently form the "real world" in which it is located. It also both shapes, and is shaped by, these contextual factors. The relationship is a dynamic, synergetic one in which structures and relationships are constantly being negotiated. It is also a view that sees any provider of education as active and creative in the process of development and being, rather than passive and responsive to external factors.

This symposium will explore how far, and in what ways, the quality of early childhood

provision in three countries influences, and is influenced by, the context in which it operates. There will be three papers presented on this theme.

* * *

The Reign of the Possible: Construction of a Procedural, Epistemological Paradigm of Education

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Università Degli Studi di Palermo, Italy

C15

Aim of this note is to build up a procedural epistemological paradigm of education in the context of a sociocultural transformation finding its identity in the transition and in the consequent developmental challenges posed to educational systems.

All these elements take part in the construction of the identity of this transformation through their procedural aspect and not only with regard to the contents that develop them; therefore, it's just the "possible" as transition and the "possible" as evolutive task that define its identity and not what these "possibles" activate. This paradigm is not meant to be a "measuring device" of the educational process, but the contribution to the educational event of a founding network that develops itself through different and differentiated contexts, tasks and problems.

The paradigm finds its epistemological categories in reception, in "experenciality", in patchwork, and in research-intervention. All these catagories are permeated by the following epistemological antinomies: subject/other, to link/to separate, to progress/to regress, desire/inhibition, to invent/to preserve.

Research intervention, reunion disjunction and activation are the guiding principles-standards-parameters that can be found in the levels of development such as transformation, in the levels of integration, in the levels of "Holding" and in the levels of interaction between observation and intervention.

Furthermore, to monitor, to integrate, to stabilize, to pose problems and to set evolutive tasks are the processes individuated. The theoretical referents are the complexity model, the systemic transitions model, the lifetime model, the socio cognitive conflict model, the cognitive model of representation of Jung's symbolic processes and the phenomenological models of interpersonal perception.
This paradigm has been dealt with during training courses.

* * *

The Best Quality Cooperation Between Parents and Experts in Early Intervention

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C6

Successful treatment for both those children whose development is delayed and for those with disabilities depends to a great extent on cooperation between parents and experts in Early Intervention treatment attempted to identify and define such cooperation between parents and experts in Early Intervention. So far, very little empirical research has been conducted into the issue of which aspects of cooperation the parents consider to be conducive to their child's development and what form of cooperation they (the parents) consider most beneficial for all parties concerned. A survey carried out among 1099 mothers and fathers of children receiving Early Intervention treatment attempted to identify and define such cooperation, illustrating the extent to which it is affected by the approach of individual experts, the personal situation of the mothers, fathers and the situation in the family, as well as the degree of a child's disability etc. On the basis of these results, the question of a systematic evaluation of the relationship between parents and experts is being discussed, as well as the establishment of a system of quality management in Early Intervention.

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Pour des Services Intégrés de Qualité en Faveur des Jeunes Enfants: Quels Dispositifs de Formation au Niveau Local?

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D13

Depuis la fédéralisation de la Belgique, la Communauté germanophone est compétente en matière de politique des jeunes enfants. Or, L'éducation des jeunes enfants était encore très récemment du ressort familial. Depuis 6 années, l'appui des programmes européens (New opportunity for women) permet le développement des partenariats nécessaires à la création et au développement de services en adéquation avec les besoins nouveaux des familles. Conjointement se mettent en place des dispositifs de formation intégrés qui professionnalisent la fonction d'accueil et d'encadrant.

Le travail, fondé sur une conception intégrative de la qualité des services (Moss, P.), s'inscrit dans le courant de recherche pour l'éducation (Van der Maren, J.M). Il traduit comment une vision constructiviste del'apprentissage et une valorisation des compétences humaines peut orienter la conception des services, leur organisation qualifiante, la formation des professionnelles de l'enfance de l'enfance, la recherche de partenariats fonctionnels au niveau local et de nouveaux rapports entre innovateurs et décideurs politico-administratifs.

Etude de cas basée sur une démarche de recherche action participative où est privilégié le développement de savoirs stratégiques dans un rapport de co-construction chercheur-partenaires. Chercheur et partenaires sont impliqués dans l'ensemble des démarches: de la conception, la mise en oeuvre à l'évaluation régulatrice, voire à la communication et al diffusion des analyses. L'accent est mis sur l'analyse de processus propre à la recherche-action-formation (IEDPE).

Une conception de la formation (actions formatives) directement articulée à celle d'un développement de services intégrés à l'échelle d'une Communauté.

Une analyse de processus: Transformation de la fonction d'accueil liée ?a une transformation de la conception de la qualité de services et de ses exigences de qualité tant formelles qu'effectives. Le développement de nouveaux rapports entre le monde associatif et les pouvoirs publics face aux enjeux de qualité de service. La conception d'un dispositif d'accompagnement pour une qualité de service intégrative.

Pistes pour la gestion de services au niveau local, pour les démarches d'accompagnement des encadrants, pour la conception d'une formation visant tant une amélioration des pratiques qu'une intégration des services.

* * *

In the Mind of the Beholder: Evaluation of Coping Styles of Immigrant Parents

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C4

The issue of coping with cultural transition, as in the case of immigration, has been the focus of extensive investigations in many domains. There is some diversity among scholars as to the relationship between change, stress, risk and well-being. Children, in particular, are regarded at risk, since they experience parental stress and are exposed to two, sometimes conflicting, socializing systems. Consequently, parental modes of coping with "acculturation stress" are considered major factors in predicting the immigrant children's well-being.
This paper challenges existing views of a linear relation between parental coping and child well-being, suggesting that there is a great complexity and many variables that affect both parental coping strategies related to immigration, and the definition of risk. We suggest that child development is affected by parental values and ideologies which form the "Adaptive Adult" image of the culture in which the children are raised. Immigrant parents that are confronted with a foreign Adaptive Adult image, held by the socializing agents of the host culture, may adopt one of several different coping styles. The paper further describes three most common coping styles labeled by metaphors from the animal world.
a) The traditional "uni-cultural" style which promotes conservation is represented by the Kangaroo strategy.
b) The "culturally-disoriented" style which calls for rapid assimilation of children is represented by the Cuckoo mataphor.
c) The "bi-cultural" style, based on a meditative approach, is illustrated by the Chameleon's ability to change its color to blend in with the environment.

Representatives of four professional sectors who are in daily contact with immigrant families

including educators, social workers, educational psychologist and pediatricians, were presented with three typical coping strategies and were asked to express their opinion regarding the adaptive and risk values of each coping style. By applying a qualitative research approach, results indicate that there are variations in the way the various stakeholders (parents and socializing agents) perceive basic concepts such as adaptation, risk and well-being. Consequently, their evaluation of the different parental coping styles vary, suggesting that it is all "In the mind of the beholder".

* * *

To See and Not Be Seen: Latin-American Illegal Migrant Families in Jerusalem and Tel-Aviv

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C4

Israel has been a country of immigration since its independence in 1948, striving to create a "homeland" for jews. The focus has mostly been on "the ingathering of exiles". The state of Israel has developed, therefore, legislature and institutional help which assists and supports the Jewish immigrants in areas of health, education, language acquisition, housing, etc. On the other hand, the question of non-jewish immigrants and of migration of temporary and illegal workers has not been a real concern until recently.
To date the number of 210.000 migrant workers in Israel is quoted as the lowest estimate, with only 100.000 legal migrants and the rest working illegaly. Currently, there is a rising interest in this population, both by the public and by government. A major debate concerns the question of illegal migrant workers and their well-being in a country where otherwise health and welfare is available and secured for its citizens.

The focus of this paper is an ethnographic description of an illegal non-jewish migrant community of Latin-American origin, residing in Tel-Aviv and Jerusalem.

Our contact with this community began five years ago and has continued ever since. Ten different informants have helped us in the process of getting to know the community. Data were gathered according to an ethnographic method, including indepth interviews, observations and focus groups. Our questions focused on issues related to: the reason and process of migration, allocation of employment, accomodation and living conditions, everyday cultural and social issues, education and health issues concerning the children of the community. The respondents have all been living in Israel between two to five years. We also visited two institutions that provide informal services to the members of the community.

Our findings suggest that the major Latin-American communities, residing in Tel-Aviv and Jerusalem, have each developed their own local features influenced by the ecology of the environment. In both communities a certain change process is taking place, especially evident in the case of Tel-Aviv children.
Individual and group perceptions concerning motivations, expectations and sources of support will be further described. The presentation will conclude with a discussion of the importance of studying perceptions of the illegal immigrants themselves and the relevance of these data in policy and decision making concerning this population.

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A Model for Explaining Process Quality in Early Childhood Programmes

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B8

Various studies report on conditions which influence process quality in early childhood programmes. Examples of those conditions are: class size, teacher-child-ratio, training of teachers, beliefs and orientations of teachers, general working conditions, wages, staff turnover, sponsorship and regional conditions. In the European Child Care and Education Study (ECCE), a systematic model for explaining process quality was developed based on previous results. The model distinguishes between beliefs of teachers and structural conditions on four levels: classrooms, centres, contexts of centres, and regions. Process quality was measured by the Early Childhood Environment Rating Scale - ECERS (Harms & Clifford, 1980) and the Caregiver Interaction Scale - CIS (Arnett, 1989). A hierarchical regression approach was used to test the model in Germany, Portugal and Spain.
Depending on the country, about 45 to 50 % of the variance in the ECERS and 20 to 30 % of the variance in the CIS can be explained by the model with classroom conditions being the most important block of predictors. In almost all countries, a higher number of hours per week for planning, a smaller number of children per teacher and more space per child are positively related to process quality. For other conditions, interesting differences exist between the countries. In general, structural conditions are more important than beliefs and orientations of teachers. However, even if the amounts of variances explained are quite high, the analysed conditions do not determine process quality. I.e., even if programmes have identical structural conditions, differences in process quality exist. Therefore, it is assumed that process quality can not only be improved by better structural conditions but also by other more direct approaches like in-service-training of teachers.

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Struktur- und Prozessqualität in Kindergartengruppen

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D2

Die Qualität der strukturellen Rahmenbedingungen in den untersuchten Kindergartengruppen wurde über standardisierte Interviews mit den Gruppenerzieherinnen wie auch mit den Einrichtungsleiterinnen erhoben. Zur Erfassung der Prozeßqualität wurden drei auf Beobachtungen beruhende Instrumente eingesetzt: die Kindergarten-Einschätz-Skala - KES (Tietze, Schuster & Roßbach, 1997; deutsche Version der Early Childhood Environment Rating Scale von Harms & Clifford, 1980), die Caregiver Interaction Scale - CIS (Arnett, 1989) sowie ein Zeitstichprobenverfahren, in dem in etwa 10-minütigen Abständen an einem Vormittag die Aktivitäten von ausgewählten Zielkindern und der Erzieherinnen erfaßt werden (Observation of Activities - OAP in der erweiterten Form von Palacios, Lera, Schlattmann & White, 1993). Auf der Basis dieser Instrumente werden in dem Beitrag ausgewählte Ergebnisse (teilweise unterschieden nach den Typen Ganztagseinrichtungen in den neuen Bundesländern, Ganztagseinrichtungen in

den alten Bundesländern, Halbtagseinrichtungen in den alten Bundesländern) zu den folgenden drei Fragen vorgestellt:

- Wie sehen die personalen, sozialen und räumlich-materialen Strukturbedingungen in Kindergartengruppen in Deutschland aus, unter denen sich die pädagogische Arbeit von Erzieherinnen und das Erleben der Kinder vollziehen?
- Wie ist die Qualität der in den Kindergartengruppen stattfindenden pädagogischen Prozesse einzuschätzen?
- Wie sieht das Verhältnis zwischen strukturellen Rahmenbedingungen und Prozeßqualität aus? In welchem Grade bestimmen die Strukuren die Prozeßqualität und welche Strukturbedingungen sind hier bestimmend?

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Ansätze zur Sicherung pädagogischer Qualität in den USA

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C14

Das Früherziehungssystem in den USA ist weniger reguliert als jenes in der Bundesrepublik und unterliegt in vielen Komponenten Marktmechanismen, d.h. dem Wechselspiel von Nachfrage und Angebot. Der Beitrag berichtet über Versuche, in diesem Marktmechanismen unterliegenden Betreuungssystem eine gute Qualität kindlicher Betreuung (in Einrichtungen wie in der Tagespflege) sicherzustellen. Im einzelnen werden die Grundelemente der Akkreditierungsprogramme der National Association for the Education of Young Children (NAEYC) und der National Association for Family Day Care (NAFDC) sowie das National Credentialing Program der Child Development Associates (CDA) vorgestellt, die von den Berufsorganisationen des jeweiligen Fachpersonals entwickelt oder vorangetrieben wurden. In diesen Programmen wird an die Betreuungseinrichtungen bzw. Betreuungspersonen, die daran teilnehmen, nach Durchlaufen eines zeitlich u.U. längeren Prozesses der Qualitätsfeststellung und -verbesserung dann ein "Qualitätssiegel" vergeben, wenn die Betreuung ein bestimmtes Qualitätsniveau erreicht hat.
Neben Selbstevaluationen durch das Fachpersonal besteht ein zentrales Element dieser Programme darin, daß (in der Regel) von außen kommende Experten mit Hilfe dieser Bewertungsinstrumente die pädagogische Qualität in der jeweiligen Betreuungsform einschätzen. Diese Beurteilungen sind aber immer in umfassendere Verbesserungsprozesse eingebettet. D.h., die Programme sind im Kern darauf angelegt, daß durch das jeweilige Fachpersonal selbst Verbesserungsprozesse in Gang gesetzt werden, damit die definierten Qualitätsstandards erreicht werden können. Übertragungsmöglichkeiten dieser Ansätze für Deutschland werden in dem Beitrag diskutiert.

* * *

Attachment Theory in Dealing with Problematic Children in Day Care in Finland

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C7

This study was an intervention in combination with an action research and a field experiment. The main question was: is it possible to help problematic children in day care by increasing individual attention and care to daily routines in day-care? The subjects were 157 one-to-eight-year-old children of one day-care centre and nineteen family-day-care-homes of one municipality.

The basic assumption in this research was that the problems of the children are caused by the social interactions and so all partners are one possible part of the appearing daily problems. Due to this view of problematic behaviour the research started with the analysis of the problematic situations. The personnel attributed the causes of the problems to the children's parents but could not see any connection between the daycare education and childrens' behaviour. Because of this attitude a very strong resistance appeared by the personnel during the analysis and the researcher and her scientific consultant developed a new programme to inspire the personnel to modify their educational principles. This programme contained four principles according to John Bowlby's attachment theory: predictabiliy and continuity of care and responsiveness and availability to caregiver. The personnel adapted the principles of the program to the need of the children in their own group. All caregivers described and assessed each child by using a list of personal attributes before and after the experimentation.

Statistical analysis involving a factor analysis was carried out on five observed traits: restlessness, activity, cheerfulness, aggressiveness and predisposition to crying. A one sample t-test and an analysis of variance were done in order to evaluate the change on children's behaviour. The results were very encouraging for us to develop our education more to an individual direction. The intervention helped both problematic and non-problematic children. Problematic children who participated in the intervention as group members benefited most. The research brought about some ideas which can be useful in developing the program of professional studies of early education. For example we still have much challenge in learning how to adapt responsibility and availability in practice better than it was succeeded to do in this research. Our difficulties in this area are influenced by the history of early education which has focused on the collective education.

In this project the quality of day-care services was developed without extra material resources. It was part of a wider action research project in Finland entitled "Could there be something different in children day-care services in Finland?".

* * *

Parent Involvement in an Irish Pre-School Intervention for Disadvantaged Children

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D1

Definition of problem: The 'Early Start' programme was established as a school-based pre-school initiative to help combat educational and social disadvantage. Parent involvement constitutes a major component of the programme and specific funding is allocated for the development of parent programmes. Evaluation was carried out to determine the nature and effectiveness of these programmes.

Theoretical framework: Most research on parental involvement programmes has focused on programme outcomes (in relation to children or to parents) while little has been done to document the processes involved. The development of strategies to reach families 'at risk' is of particular importance to work on educational disadvantage.

Research methods: Data for this study were collected through site visits to the Early Start centres. Interviews were conducted with staff of Early Start, parents, school principals, and Home-School-Community Liaison (HSCL) co-ordinators. Documentation of parent programmes was also examined.

Major findings: Parent involvement occurred in three main ways: 1. within the classroom; 2. through courses, talks, and activities organised for parents; and 3. in learning activities with their child at home. The problems of reaching marginalised parents and of involving fathers (common in programmes world-wide) were identified and some strategies were developed to target such parents.

Evaluative conclusion/implications for practice and/or policy: Most parents welcome information and training that enables them to participate more effectively in their child's learning. Staff agree that, in certain circumstances, parents can make important contributions to classroom work. HSCL co-ordinators identify Early Start as important for developing parent involvement in schools in positive ways.

The problem of reaching marginalised parents requires further attention. This should be part of a multi-faceted, community-based strategy to target families 'at risk.'

* * *

The Status of Play and Toys in Estonian Families

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B11

Children need space and means in their play. At the same time the adults' interest in children's play and their favourable attitude to their activity are not of minor importance . We were

interested in how young parents regard their children's play and how they participate in the co-operation. It has turned out that parents at present are more occupied with their work and they have less and less time for children and family. Parents often try to replace their preoccupation by buying numerous expensive toys.

Our research consisted of two parts. In the first study we asked 200 pre-school children's parents (100 city and 100 small town parents) to answer the questions that concerned the importance of play and it's status in the life and development of a child. The results showed that parents considered play and toy to be very important in the children's lives. The aim of the second study was to find out thoroughly the parents' attitude what sort of activities are important for the child's development and how they choose the toys for their children. We found out how much the parents play with their child, and where the parents find information about play and toys.
We carried out the research with 237 parents of a city and 210 parents of a small town, whose children were at the age of 1-6 years and attended kindergartens.

The results showed, that parents wish that in the pre-school institution learning and preparation for school would be of major importance. Play can be there, but learning ist a must. Parents have often little knowledge of what is going on in the kindergarten. The teachers of kindergartens should inform parents in the future about which toy a child of a certain age needs and how to play with a child. The research showed that in the changing society a teacher has to play a new role, the teacher must become a supporter and counselor of the family in educational problems.

* * *

The Implications of Changing Marital and Familial Institutions and Dynamics for Child Socialisation Norms

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B7

Profound changes have taken place in marital and familial institutions. Marriages and families do not last for ever. The very definition of family has become enlarged and differentiated. Individual considerations often supersede collective, familial concerns. Adults cannot continue to socialize children as if nothing has changed. There is a need for children to learn a new type of responsibility which is not dictated by institutional bonds but by contractual commitments based on the respect of other human beings. Children need to feel loved and to learn to love within an ever changing context involving many alternatives.

In addition, family laws and institutional policies must provide the necessary flexibility to preserve children's social welfare and to safeguard their effective socialization.

* * *

Reproductive Resistance versus Resistance that Transforms. A New Definition of Change within Early Childhood Education

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A4

This research project represents a case study aimed at analysing the social processes which emerge to resist the dominating relationships that arise in the early school environment. The study was carried out during the 94-95 academic year in an infant school run by the Madrid City Council, more specifically in two classrooms in which the children were aged between 2½ and 3½. The work method used was action research in which I acted as a "facilitator". The challenge here involved attempting to transcend the merely reproductive perspective which considers school a place where an endless list of events and social relationships characterized by functional inequality, domination and submission intermingle and lead to the perpetuation of the dominating socio-cultural order which presently exists. We tried to investigate how through their actions, both teachers and children - beyond being used as mere instruments towards achieving a particular, dominant socio-economic and cultural status quo - manage to resist the principles which sustain this order. Hence for the teachers and children who we had the opportunity of working with as well as for myself as a researcher, this project often proved to be a long struggle against domination since it helped us to become aware of how power relations circulate in our lives. It facilitated the emancipation of our consciences because it enabled us to understand, interpret and explain the social world in which we live, how it influences our actions, beliefs and values and likewise to reconstruct our interventions from an eminently critical perspective which in turn contributes towards democratizing relationships on a school level. Some of the most relevant results of this study reveal that young children's behaviour reproduces adults' actions as regards the management of power, to the extent that from a very early age they begin to construct hierarchies and dominating and submissive relationships within their own social scenario. Likewise, they begin to offer resistance to and defend themselves against these types of relationships using the most varied strategies. The school, on a par with the family environment, is a framework within which young children find themselves immersed in the most contradictory values and relationships. So if, on the one hand, children experience situations in which they are subject to the despotism of adults or some of their friends, paradoxically, in the school scenario, they also witness how teachers seek to establish the democratization of social relationships within the classroom. It is precisely this contradiction, this ambivalent situation in which the children grow up that ensures that they do not merely reproduce the inequalities and social injustice which governs a neoliberal society like ours.

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Choice and Autonomy in the Classroom: Tensions between the Theory and Practice of Four Reception Class Teachers

Joan Santer
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A7

The research was based in 4 reception classes in three schools and involved pre-observation interviews with teachers, observation and video recordings of target children in the classroom, and post observation interviews with staff. The findings suggest that:

- Reception class teachers feel torn between a "child-centred" and a curriculum content approach.
- Teacher's often underestimated the level of intellectual competence of their pupils. Observing and analyzing children's self-directed activities raised teachers expectations of their pupils.
- Children's self-directed activities were often more challenging than those provided by teachers.
- Classroom culture and the unequal power relationship between teachers and pupils make the term "free choice" an unhelpful concept.

Two further pieces of research being carried out by myself and colleagues relate to:

A. Match or Mismatch? Parent, child and professional perspectives on nursery education.
This explores the extent to which shared aims, values and understanding exist both between parents and professonals and amongst professionals, together with the implications for the quality of pre-school experience.
Settings are one community nursery school and one social services day nursery. (Pilot stage)

B. Family Support Services, exploring attitudes of staff and parents towards children, and evaluating the effectiveness of intervention strategies. Settings are two Family Support centres, one in Scotland, the other in England.

* * *

A National Policy: Kaleidoscope and Pyramide, Two Alternative Programmes on Early Childhood Education for 3 - 6 Year Old Children in The Netherlands

Berend Schonewille
Free University, Amsterdam, The Netherlands

Symposium introduction

A12

It is common knowledge that children from lower socio-economic or from ethnic minority backgrounds tend to show gaps in achievement in comparison with their middle class non ethnic-minority peers and that these gaps already exist at the entrance of primary education. This is a substantial problem in Dutch education. To try and tackle this problem attention of researchers and educational policy makers has shifted to the early years: pre-school experiences have been shown in a number of studies to be of great importance for schoolcareers. Weikart & Schweinhart showed the positive effects of the Perry-Preschool Project (High Scope Foundation; 1991). Slavin & Madden (1993) reported positive effects especially on language development of their program 'Success for all'.
The Dutch government has funded two educational organizations to develop curricula for children age 3 - 6. One organization (the Averroès Foundation in Amsterdam) has translated and adapted the High Scope program for the Dutch situation. The other organization (Cito, Central Institute for Test Development, Arnhem) has developed a program according to the principles of 'Success for All'.
The symposion gives insight into a) the conditions in a country that have to be met for implementing a *national policy* that tries to enhance the quality of early childhood education for children age 3-6; b) the *Kaleidoscope* program; c) the *Piramide* program.

* * *

National Policy on Conditions for Development and Implementation of Early Childhood Programmes

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Free University, Amsterdam, The Netherlands

A12

This presentation discusses the developments toward a center-based policy on early childhood education for children age 3-6 as a possible contribution to preventing educational gaps for children from lower-SES and/or ethnic minority families.
In the presentation the criteria will be discussed, that according to Meijnen et al. (1994) have to be met for early childhood center-based programs to be successfully implemented and have effective results. After having analyzed six different program proposals Meijnen advised, that two programmes are ready for further development and experimentation: the programme proposals Kaleidoscope and Piramide.
From September 1995 on a national advisory board on pre- and primary school education has

advised the government to start experiments in 11 cities and local communities in the Netherlands. Numbers of participating playcenters and schools and of children and teachers will be given during the presentation which will also discuss more in detail
a) the efforts on the part of two Dutch ministries - of Welfare / Health / Sport and of Education - in cooperation with the national advisory board to develope an integrated policy toward center-based early childhood education (total investment: about 8 million US$);
b) the relationship of this integrated national policy and the decentralization of governmental tasks, resulting in growing local influences;
c) the investments in the two institutions for the development of these two programmes;
d) the extra conditions for local communities to participate in these subsidised experiments;
e) the questions for accompanying evaluative research.
The experimental period will last from 1995 until and including 1999.

* * *

Content Offered, Classroom Behavior and Language Achievement in the First Year of Primary Education

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D11

Theoretical framework: There is great interest in the quality of education for the young child. One of the most important reasons for this is the theoretical notion, that educative experiences of the *young child* are of great importance for later school careers. Improving the quality of instructive experiences for children at a young age may prevent them from developing gaps in achievement in later years, or, the ultimate possibility, from dropping out of the educational system.
This is especially so for children from lower socio-economic background and for ethnic minority children. These groups of children show significant gaps in development. And these differences already exist at the entrance of primary education, which in the Netherlands is at the age of four years.

Empirical evidence so far has shown, that early educational experiences of the young child especially with respect to language acquisition have positive development effects. For example, participation in the Head Start program in USA (positive effects on intelligence, school readyness, self-esteem and motivation; Mc Key and others, 1985); participation in 'Succes for All' (positive effects on reading achievement; Slaven, Karweit and Madden, 1989); participation in "analytic talk" (positive effects on word knowledge and early literacy development; Dickinson & Snow, 1993).
There is little evidence as to what teachers do to cure or prevent gaps in development of children from lower socio-economic or ethnic-minority background. Using a teacher questionnaire Boogaard and others (1990) investigated (language) content offered and found differences in content offered to the various groups of socioeconomic and ethnic groups. The problem is that there often are differences in what teachers say in questionnaires and what they do in the classroom. Our presentation tries to cover this problem.

Design, sample and instruments: We will present data from the first year of a longitudinal study following a group of 241 pupils during the first three years of primary education. The 42 teachers of these children (in 28 schools in the western part of the Netherlands) received a

questionnaire as to the language content they offer the child (35 items on six subscales with α 's ranging from .64 to .80). They had to fill in this questionnaire for each of six target pupils in their classroom. Afterwards these teachers were observed through four morning sessions during group activities and individual play. Focus of these observations was the level of individual attention they give to the six target pupils. The six pupils were observed as to their involvement in classroom activities. Interobserver agreement was trained and proved to be sufficient for getting reliable results. Pupil tests were administered at the beginning and at the end of the schoolyear (1991/1992).

Preliminary conclusions: What teachers say with respect to the language content offered to the child and what they actually do in the classroom was analyzed. For example are there positive correlations between some aspects of content offered and classroom behaviour but these effects show differences for the various subgroups, though not favourable for those groups who need some compensation for gaps in development. Furthermore, aspects of content offered show effects on pupil achievement, but these effects are different for the various subgroups.

Implications for practice:
Teachers can become more aware of the content they think (say) they offer to the child and that their behavior should be consistent with it. They also should act according to differences between pupils in relation to their backgrounds.

* * *

Quality in Swedish and German Childcare Provisions - What is Important for an Observer from Another Country?

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in collaboration with
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A2

Standardized procedures of observation and training of observers are assumed to secure objective ratings. However, visits to preschools and daycare centres in different countries may make the visitor attentive to other kinds of quality aspects. Embedded in a comparative empirical quantitative study, a qualitative approach was chosen to gain additional information from the different observers´ subjective perception of quality in the classrooms - beyond their systematic and controlled assessments of quality by the ECERS.
Predominant perceptions and reflections of the participating observers were independently described. Both national teams documented these informal impressions, exchanged and discussed them within and between the groups.
The paper presents some major results of this process. The consolidated report addresses shared and unique perceptions on quality. Special emphasis is given on factors that are not rated in the ECERS like the presence of educational goals, values and attitudes in regard to the importance of different practices, power relationships between children and adults, relationship to parents. It is concluded that even in times of internet facilities allowing fast and precise information on almost any topic, that the traditional way of getting first hand knowledge by visiting, observing and talking to people in the same professional setting proves to be of specific value.

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Die Kindergarten-Einschätz-Skala (KES)

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C14

Die Sicherung pädagogischer Qualität in Kindereinrichtungen wird mehr und mehr Gegenstand öffentlicher Diskussionen. Dabei ist unverkennbar, daß es in erster Linie um die Sicherung von allgemeinen Rahmenbedingungen für pädagogisches Handeln (Strukturqualität) und weniger um die Qualität der konkreten Prozesse geht. Die Prozeßqualität stärker in den Mittelpunkt zu rücken, ist Anliegen der Autoren, weil es sich dabei um denjenigen Bereich pädagogischer Qualität handelt, den Kinder unmittelbar und direkt im Kindergartenalltag erfahren, der ihre Interaktions- und Erfahrungsmöglichkeiten ausmacht und der sich damit unmittelbar auf ihre Entwicklung auswirkt.
Jede Feststellung von Qualität erfordert die Auswahl von Kriterien und das Festlegen von Standards, um ein Urteil abgeben zu können. Mit der KES, einer Adaption der Early Childhood Environment Rating Scale (ECERS) von Harms & Clifford (1980), ist erstmals im deutschen Sprachraum ein Instrument verfügbar, das diese Anforderungen erfüllt. Es basiert auf einer Vielfalt von empirischen Untersuchungen zur frühkindlichen Betreuuung und Erziehung und reflektiert die Qualitätsstandards, die Experten und Berufsorganisationen - speziell aus Nordamerika - übereinstimmend als bedeutsam erachten. Die KES folgt somit nicht einem spezifischen Konzept, sondern ist für die Einschätzung unterschiedlicher Modelle und Konzepte der pädagogischen Arbeit in Kindergärten geeignet.
Der Beitrag stellt die KES vor, berichtet über die instrumentelle Güte und diskutiert praktische Anwendungsmöglichkeiten.

* * *

Integrative Psychological Approach to the Prevention of Deviates of Child Development During Early Childhood Education

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D10

The main problem of early childhood education is the age accordances of emotional and cognitive development of a child and the creation of the psychological prerequisites of school education.
We now observe a lot of children in Russia, whose Highest Psychological Functions (HPF) (may be some of them) are not ready up to 7-9 years, and also the normal ontogenesis changes. In the first place, the immaturation of such integrative functions as programming and control of activity and its results was discovered. We may note that children have great problems in the sphere of analysis of spatio-temporal characteristics, and its verbalization.
Psychological-pedagogical education with such children during early childhood education must include specific psychological techniques and methods which are based on achievements and

principles of clinical child psychology and child neuropsychology, body-oriented and analytic psychology.
Such an approach in diagnostics and psychological-pedagogical education was called by us as the Integrative Psychology (IP). Methods of education and correction are based not only on scientific theoretical knowledge, but on the specific didactic employment and playing materials. The principles and methods of IP including the principle of "replacing ontogenesis" by A. Semenovich and B. Archipov, through employment of specific didactic and playing surroundings make it possible to create the necessary prerequisites for early start in reading, writing, and math operation as well as more correct and adequate language development of a child.

We additionally can say that this work is effective in the prevention of such diseases as dysgraphia, dyslexia, dyscalculia.

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Pedagogy and Peer Relationships in Day Care Centres in Different Social-Cultural Contexts

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Introduction to Symposium

B12

Mainstream Anglo-Saxon developmental theories are deeply rooted in a pedagogic concept of family upbringing; but conceptualized as universal theories. In the field of early child care and education the main topic of research was/is the mother-child relationship. However, the complex network of relationships in day care centres between caregivers, parents and groups of children is a far cry from the mother-child dyad studied by researchers.

The symposium looks at the (lack of conceptualisation of the) development of peer relationships as social and cultural constructions. The development of peer relationships is considered in the context of different countries: Both at a theoretical level (pedagogic and developmental concepts), and at an empirical level. The level of peer relationships is highly dependent on pedagogic theories and practices of teachers. Ongoing research in Dutch day care centers for instance shows that cooperating, imitating and negociating is no common practice of 3-year olds. Research in Italian, French and Finnish day care centers gives a more optimistic picture of the value of caring for young children in group settings.

Laura Bonica's presentation is concerned with peer interactions of babies in Italian day care centers. Her research shows that even babies can actively regulate the complexity of peer-group situations.
Olga Baudelot presents French research of peer-interactive behavior with objects. The research from her institute contributes to design an interactive pedagogy.
Pennti Hakkarainen's presentation concerns peer relationships in the context of Finnish day care centers. Special attention is paid to role play as a special cultural tool in teacher's work to effect the development of peer relationships.

* * *

Educational Program, Adult's Pedagogical Values and Child Development in Different Cultures

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A15

The aim of the study was the comparative analysis of sociocultural situation of child development in two quite different cultures: in Russia and in Ecuador.

Three aspects were taken for comparison: 1) State program of preschool education, 2) parents' and caregivers' values concerning childrearing, 3) mental development and emotional state of children.
100 adults (50 parents and 50 caregivers) and 100 children (from 5 to 6) from each country took part in the study.

The results showed the following:
1) State program of preschool education in Russia is mainly oriented at children's education and their preparation for school learning: in Ecuador - to emotional comfort and personality development of preschoolers.
2) Parents' and caregivers' values are directed to compensation of programs' lacks: in Ecuador they are mostly directed to cognitive development and education: in Russia they correspond to emotional comfort and moral development of children.
3) Russian children are more advanced in intellectual and self-regulative development. But they have a more negative emotional state and more cold and complicated interrelations with parents than their peers in Ecuador.

In general the results showed the great influence of educational programs to child development in different cultures.

* * *

The Dynamics of Change in the Russian Preschool System

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C2

The report is based on the analysis of statistic data concerning the system of early education in Russia during the last 15 years.
The analysis shows that the network of kindergartens in Russia in the 90s were significantly reduced, especially those supported not by state but by big enterprises (plants and factories).

There are several reasons for this tendency.
1) State and institutional child rearing of small children have become less popular and more and more mothers prefer to care for their kids at home.
2) The cost of kindergartens significantly increased: it became impossible for many families to cover it.

3) A wide network of private (non-state) schools and care-centers for small children have been opened. About 21% of pre-school institutions are almost free from state support and control.

Thus the system of pre-school education has appeared to be the most flexible and sensitive one to social changes in Russia in the last decade in comparison to other educational institutions. Alongside with the structure of the pre-school education the significant change in its content occurs in Russia nowadays. New (alternative) programs are elaborated and experience of pre-school education abroad is assimilated.
The interrogation of teachers and educators showed that practically 55% of them estimate the changes in pre-school education as positive.

* * *

Reform in Japanese Kindergartens: The Perceptions of Japanese Principals

Bernard Spodek & Riyo Kadota
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C2

The Japanese educational system was radically changed in 1989 when new Kindergarten Guidelines were promulgated. Kindergarten principals' perception of the reform were sought for this study. The participants were principals in an attached kindergarten of a national university, a public school kindergarten, and a private kindergarten. These were observed and videotaped and the principals interviewed.
The kindergartens were unique, yet the principals had some views of kindergarten education and kindergarten children in common. The kindergartens served different populations: an "elite" group, a lower middle class group, and an upper middle class group. However, the educational goals and philosophy of the three kindergartens were similar.

Although all principals saw parent involvement as important for kindergarten education, each dealt with parents differently. Each of the principals perceived of her professional self in a different way, based on her background and the nature of the kindergarten she led. Each reflected a conception of kindergarten education that was essentially Japanese in nature, but was colored by the context of the schools in which each one worked.
While kindergarten education in Japan represents an national, cultural view, each principal adapted it to the conditions of the community it served and to the role each kindergarten played in the community and in the professional world. This suggests that kindergarten education in Japan is far more diverse than it would appear at first contact.

* * *

Implications of Socio-Economic and Political Changes on Changes in the Family and the Child's Personality Development

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C4

The family of Yugoslav peoples, due to fast industrialization and urbanization, as well as to the clash of various cultures and systems of social values, has been for years in the process of constant transforming not only in its structure, but also in interpersonal family relations and in the child's personality position in the family.
The cited changes are particularly intensified by socio-political and economic changes which recently spread also over this country, and especially by dramatic war events caused by disintegration of former Yugoslavia.
Within the scope of the paper the author particularly points out implications of the cited changes on the changes which contemporary Yugoslav family undergoes, and the difficulties in accomplishing the educational function and child's personality development on the whole.
Among existing changes, these are particularly pointed out:

- increase of incomplete families and disorganisation of family environment on the whole;
- mass migration of population from the war-stricken areas, and in regard to that endangering of mental health of grown-ups and children caused by stressing situations which they suffered after a loss of nearest relatives, forced apparation of family members, the feeling of uncertainty and lack of prosperity, etc.;
- decrease of people's living standard, social differentiation, altered and ruined system of social values.

The cited and other changes broaden to a greater extent, and make the role of the family and school more responsible in creating conditions for proper psycho-physical development of the young. And not only them, the changes also make the society more responsible for the children´s welfare on the whole.

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Elternpartizipation in unterschiedlichen Erziehungskontexten

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D3

Die elterliche Sicht auf die eigene Erziehungsverantwortung im Rahmen von Familie und Kindertagesbetreuung unterscheidet sich von den diesbezüglichen Perspektiven von Kindern (Sturzbecher & Hinsch, 1997) wie auch des pädagogischen Personals in Kitas (Sturzbecher et al., 1996). Derartige Diskrepanzen führen dazu, daß die Entwicklungsressourcen, die in unterschiedlichen Erziehungskontexten verborgen sind bzw. aus ihrem Zusammenwirken resultieren, nicht optimal für die Kinder genutzt werden können.

Vorgestellt werden einerseits Ergebnisse einer landesrepräsentativen Befragung von brandenburgischen Eltern (n=395) und Erzieherinnen (n=694) zu Erwartungen an die Elternarbeit in Kitas. Andererseits werden Ergebnisse einer Befragung von 77 Familien zur Qualität der Eltern-Kind-Interaktion aus der Perspektive von Vorschulkindern sowie ihren Vätern und Müttern präsentiert. Die Befragung der Kinder wurde mittels eines neuartigen familiendiagnostischen Verfahrens realisiert, das durch seine kindgerechte Gestaltung (Regelspieldesign, Situationsbezug, skriptartige Instruktion, Abkoppelung von Sprachfähigkeiten) ab vier Jahren einsetzbar ist. Das Verfahren wurde orientiert an der KTT entwickelt und ist hinreichend konsistent, stabil und valide.

Der Vergleich der Erwartungen von Erzieherinnen und Eltern zur Kindertagesbetreuung zeigt zwei Unterschiede. Erstens schätzen Eltern die Entwicklung von Individualität, also z.B. von Eigenschaften wie Selbständigkeit, Kritikfähigkeit und Durchsetzungsvermögen, in höherem Maße als wünschenswert ein als Erzieherinnen. Zweitens erwarten viele Erzieherinnen von den Eltern eine Mitwirkung an pädagogisch-konzeptuellen Entscheidungen; eine solche Mitwirkung erscheint vielen Eltern jedoch als unwichtig. Der Vergleich der Einschätzungen von Eltern und Kindern zur Eltern-Kind-Interaktion zeigt, daß Eltern sich unterstützender wahrnehmen, als sie von ihren Kindern beurteilt werden. Bei Einschätzungen zur elterlichen Restriktion zeigt sich eine hohe Übereinstimmung zwischen den Perspektiven von Müttern und Kindern, jedoch kein Zusammenhang zwischen den Beurteilungen von Vätern und Kindern. Die kindlichen Einschätzungen zur familialen Betreuungsqualität haben im Gegensatz zu den elterlichen einen guten Prädiktionswert für die Entwicklung des Kindes. Die Ergebnisse unterstreichen die Notwendigkeit, im Rahmen von Familienbildung und Elternarbeit in Kitas Angebote für Eltern zu erarbeiten, die die Erwartungen an Eltern hinsichtlich ihrer Partizipation in verschiedenen Erziehungskontexten aus unterschiedlicher Sicht thematisieren.

* * *

Peer Relations at 5 and 8 Years of Age: Their Antecedents and Consequences

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D5

In an earlier study, the relationships among nursery school instruction, resource efficiency and children's development were investigated. The study was based on 395 children, 3 to 5 years old, from 32 nursery schools. During the autumn of 1996, a follow-up of 73 of 106 children attending second grade in compulsory school, as well as 519 of their classmates, was made. The main objectives of the study are to describe (a) the relationships among peers (peer nominations) in nursery and compulsory school (Grade 2), (b) social competency (teacher's ratings), (c) academic achievement (3 tests), (d) self-esteem (2 tests), (e) instruction and (f) pupil-teacher ratio in nursery and compulsory schools (questionnaire and observation techniques). The results indicate that peer relations are unstable between 5 and 8 years of age, that there are a relatively large number of children who are rejected or isolated by their peers, that many of the teachers are fully unaware of the often volatile relationships among children, and that impoverished peer relations are associated with poor academic achievement and self-esteem at Grade 2. Instruction and pupil-teacher ratio in nursery school were not related to children's peer relations, self-esteem, or academic achievement in Grade 2.

* * *

Training Early Years Paraprofessionals in the UK: The Specialist Teacher Assistant Initiative

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D8

The Open University is the largest and only distance learning provider of Specialist Teacher Assistant (STA) training in the United Kingdom. This new role for classroom assistants, developed in response to a UK government initiative in 1994. It is designed to enhance the quality of the classroom assistant's role in supporting the teaching and learning of reading, writing and mathematics with children in the UK aged 5 to 7. This paper will report on the development and evaluation of the Open University's STA course, and the implications for the future of paraprofessional training.

The study we shall report was designed to investigate the impact of training on classroom assistants' personal and professional development, their levels of participation in the workplace and the awareness of others within the school regarding their role, and to explore the factors that affect the deployment of this new breed of paraprofessionals.

The study is based on the first cohort of students, trained in 1995. It was conducted using a self-response questionnaire and semi-structured interviews. The student questionnaire was constructed to investigate the impact of the course and to contextualise these findings by collecting data regarding their conditions of employment, working environment, employment characteristics and their deployment in the classroom. The questionnaire was administered to 250 students who had successfully completed the course. Questionnaires were also sent to participating headteachers and classroom teacher-mentors.

Evidence from the questionnaire and follow-up interviews shows that the course has made a considerable impact on the confidence, levels of knowledge, understanding and skills of students. However their participation in the teaching and learning process and their deployment within schools varied considerably. In contrast to teachers, classroom assistants have limited autonomy in the classroom. They are required to work under the direction of a teacher and as a result their work is highly context-dependent and closely related to the teacher's perceptions of their role.

We will examine the implications of our findings for future paraprofessional training initiatives, and for the wider policy implications of an expansion of the role and numbers of paraprofessionals in early years classrooms.

* * *

Kindergarten Teachers' Perceptions of Intervention Strategies for Mild Learning and Behavioral Problems

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C10

This study investigates intervention strategies that kindergarten teachers use and believe are reasonable for implemention when dealing with children with mild learning and behavioral problems.

Kindergarten teachers from all over Crete (Greece) rate each one of the 40 intervention strategies on two 4-point Likert scales according to their perceptions of (a) how reasonable the intervention is for application in their kindergarten classrooms and (b) how often they have used the intervention during the ongoing academic year. Ratings will be factor-analysed and results will be discussed. Some of these kindergarten teachers will then be interviewed to present issues they consider when they decide whether an intervention strategy can be implemented in their classrooms.

The data will provide a profile of strategies that kindergarten teachers use and an index of factors that prevent kindergarten teachers from selecting intervention strategies to address the mild learning and behavioral problems of their pupils.

* * *

Investigating Urban Childrens' Perceptions of Schoolgrounds: A Step Towards Their Active Involvement in the Creation of Their Environment

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D6

Creating and maintaining natural areas in the school outdoor environment provides opportunities to urban children to observe, play, participate in and learn from a changing, complex environment. According to R. Hart positive early experiences in natural settings is considered to contribute to a lifelong commitment to the maintenance of quality environment. Much too often the design and naturalization of schoolgrounds is suggested on the basis of adults' point of view about the function of schoolgrounds, as well as on environmental experiences linked with educational targets. Little is known about how children perceive their schoolgrounds and what their preferences are for the elements to be included in the layout of their schoolgrounds. Therefore, the active involvement of children in the formation of their environment is conside-

red to contribute to the creation of environments that correspond better to their needs.

The purpose of this study was to investigate how urban preschoolers perceive their schoolgrounds and what their relative preferences are for manmade and natural features and how these could be taken into consideration for the redesign of their schoolgrounds. The investigation was based on graphic interviews. 353 young children aged 4-5.5 years were asked to "Close your eyes to imagine how you would prefer your schoolgrounds so that it could facilitate your play activities and then draw a map how you imagined it". Drawings were chosen as the most appropriate method due to young children's richness of graphic descriptions to their limitations of verbal expressions.

The data that are discussed in this paper are based on thematic analysis of elements recurring in children's drawings. Results indicate children's strong preferences for nature and nature related scenes. It seems that the pleasure a child derives when playing in natural environment is associated to his/her tendency to imagine natural elements as parts of play activty. Another element that emerges is that drawings can be used as a quick and effective means of detecting children's preferences for their own environment and the implication this has for those responsible for schoolground design.

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Design Considerations in Developing Schoolgrounds as Outdoor Learning Environments Meeting Education Principles

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D6

The translation of educational objectives into functional design concepts is a complex task. It demands understanding of the potential relationship between design concepts and educational principles. According to the principles of open education, children are the active catalysts in the school. They should move and act on their own initiative, their activities should be controlled by their needs and motivations rather than by their teachers. Thus learning occurs through active interaction with the environment. For younger children there is no distinction between play, work and learning. The children are expected to take advantage of the opportunities afforded by their environment and to respond directly to its properties. The characteristics of the environment thus become an important motivation for their behavior. The design of the physical environment consistent to the role assigned to it by educational principles constitutes one of the means that can translate the educational idea into reality. In this work, we have chosen to propose such design principles which will enhance the schoolyard's potential. Thus schoolyards can contribute to the realization of the values emphasized in current educational literature.

* * *

Australian Early Childhood Landscapes: Teacher Challenges In Progressing Children's Language and Thinking

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C13

The mental, social and emotional worlds of Australian children and families in the 1990's present particular challenges to early childhood teachers engaged in progressing child language and thinking. Teacher knowledge of family lifestyles, culture and the ways children construe events is fundamental to the provision of sensitive, effective learning experiences. Early childhood teachers' efforts to link the social and educational worlds of families impact directly on how the children and families take part in formal educational activity.

This paper investigates early years classes from the perspective of children co-constructing their understanding with significant others. Although teachers espouse the rhetoric of good practice they face significant challenge in translating rhetoric into behaviour that ensures high quality outcomes for all children. It seems that early childhood teacher beliefs about good practice and teachers classroom behaviours need reappraisal if the notion of "children as competent learners" is to drive classroom action and apply to all students. Some of the communicative contexts established in early years classes oppose successful outcomes for child thought and language and do little to enhance children's social, intellectual and intrapersonal competence.
The paper explores the context of the Australian child in the nineties, reports interactions played out in classrooms and the impact on learners. The role of teacher in enhancing child thought and language is reviewed in light of recent research and literature on quality assurance and best practice. Strategies for increasing our effectiveness in developing child language and thinking are explored.

* * *

The Child's Beginning in Day Care

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A11

Today almost half of all children in Denmark under the age of 3 are in some sort of day care. The child's entering day care means separation from the family during part of the day. But it also means a new way of life for the child: new possibilities for exploring the world, new social contacts (with peers and adults) and play materials no home environment can offer.
Preliminary results from a study of 12-15 months old children's transition to and initial period in day care will be presented. Qualitative observations have focused on the child's activity, what engages the child, its relations to parents, kindergarten teachers and other children, its emotional expressions, and how it copes with the separation from the family. And on the parent's and kindergarten teacher's activities, their sensitivity and responsivity to the child's

needs, and their support in relation to the child's new life in day care. Parents and staff have been interviewed.
The theoretical framework is attachment theory, the cultural-historical school and Danish research on care for children in daycare.
The preliminary results present a picture of an active child. The child watches (particularly other children), explores, takes initiatives. It also seeks contact to the kindergarten teacher.
On the other hand the kindergarten teacher's support and initiative seems to be very important to the development of the interests and engagement of the child. Her activity so to speak rouses the child's activity.
The transition to day care also means separation from the home. Parents and kindergarten teachers try to connect the two worlds for the child; the parents among other things by taking part in the child's stay in the first period.

* * *

Quality in Early Childhood Provisions - A Cross National Study in Austria, Germany, Portugal and Spain

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B8

Quality in centre-based education and care of young children is a concern in many European countries. Attempts to assess quality, to maintain quality standards or to improve quality where necessary are topics on the agendas of both professionals and educationists as well as policy-makers.
The diversity among European countries with regard to early childhood programmes provides a unique opportunity to better understand the functioning, quality and effects of those services and the relationships between participation in different types of services and other important variables such as the child´s mastery of daily living activities, the child´s success in school, and the family ability to function successfully.
Therefore the European Child Care and Education Study (ECCE), a cross-national study including Austria, Germany, Portugal and Spain was initiated to study these topics. A total of 314 provisions and some 1200 four year old children and their families were studied in total. Target children, their families and the provisions they were attending were studied through observations, interviews, questionnaires and tests of development and achievement. At the symposium, concept and methodology of the study and selected results will be presented. Following an introduction by Tietze, addressing the framework of the study the various papers will address similarities and differences in structural quality of provisions; the dependency of process quality (i.e. the quality of interactions and stimulations children experience in the provisions) on structural conditions and educational ideologies of teachers; the activities of children, the role of the teacher and the interactions in the classroom. Finally the impact of quality care and education on childrens development is addressed. Each topic is investigated in a cross-national perspective.

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Untersuchungskonzept der Studie "Wie gut sind unsere Kindergärten"

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D2

Die Untersuchung folgt einem Modell ökologischer Sozialisationsforschung: Sie geht, mit Kindergarten und Familie, von zwei für Kinder im Kindergartenalter zentralen Sozialisationssettings (Mikrosystemen) aus, deren jeweilige pädagogische Qualität als von großer Bedeutung für die Entwicklung von Kindern angenommen wird. In beiden Settings werden - jeweils parallel zueinander - drei Bereiche pädagogischer Qualität unterschieden: die Qualität pädagogischer Orientierungen (Orientierungsqualität), verstanden als die pädagogischen Überzeugungssysteme der in den Settings handelnden Hauptverantwortlichen (Eltern und Erzieherinnen); die Qualität pädagogischer Strukturen (Strukturqualität) als die Qualität situationsunabhängiger, zeitlich stabiler Rahmenbedingungen; sowie die pädagogische Prozeßqualität als Qualität der Stimulationen, Interaktionen und Erfahrungsmöglichkeiten für die Kinder im Prozeßgeschehen. Familie und Kindergarten werden als in einem Wechselverhältnis stehend und als in verschiedene Kontexte, auch makrosystemischer Art (Ost/West), eingebettet betrachtet.
Neben der Darstellung der Untersuchungskonzeption wird anhand ausgewählter Aspekte über ihre Operationalisierung sowie über die Stichprobe von Kindern, Familien und Einrichtungen aus fünf Bundesländern berichtet, an der die Untersuchung durchgeführt wurde. Erläutert werden drei übergeordnete Untersuchungsziele: die Beschreibung der Orientierungs-, Struktur- und Prozeßqualität in Kindergärten und Familien, die Analyse der Abhängigkeit pädagogischer Prozeßqualität von pädagogischen Orientierungen und Strukturen sowie die Untersuchung des Einflusses pädagogischer Qualität (Orientierungen, Strukturen, Prozesse) auf kindliche Entwicklung.

* * *

Cross National Comparisons of Quality Ratings in Childcare Provisions Using the ECERS

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A2

Ratings of child care quality in daycare classrooms assessed with the ECERS (Harms & Clifford, 1980) are assumed to be reliable and valid for cross-national comparisons. This assumption was investigated in a German-Swedish project based on parallel observations of German and Swedish observers in German and Swedish classrooms.
The main components of the study design were as following:

- Derived from former studies 10 classrooms, representing low, medium and high quality were chosen in each country.
  Three trained observers participated for each country.

- In each country the 10 classrooms were visited and observed twice in two consecutive weeks.
- During each visit three observers (nationally mixed) rated independently the quality of the classroom by using their national ECERS version.
- The six observers and the two consecutive observations were systematically varied, so that ratings of all six observers are available for each classroom.

Data were analyzed mainly by using a nested analysis of variance model. The results are interpreted in terms of theory of generalizeability and provide for a differentiated picture on reliability and validity of the ECERS ratings. Conclusions are drawn on using the ECERS for cross-national comparisons.

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Pädagogische Qualität in Kindergärten: I. Konzepte - Messen - Auswirkungen II. Wie gut sind unsere Kindergärten?

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Introduction to Double Symposium

C14

Das Doppelsymposium erfolgt in Zusammenarbeit mit der Kommission Pädagogik der frühen Kindheit der Deutschen Gesellschaft für Erziehungswissenschaft und hat zum Ziel, die in der pädagogischen Praxis, in Trägerorganisationen, Verwaltungen und in der Fachpolitik in Gang gekommene Diskussion um die Qualität der Betreuung und Erziehung von jungen Kindern unter wissenschaftlichen Aspekten zu thematisieren. Im ersten Teil des Symposiums werden verschiedene allgemeine Aspekte angesprochen, von denen erwartet werden kann, daß sie die zukünftige Diskussion um die pädagogische Qualität in Kindergärten in Deutschland befruchten können. Auf dem Hintergrund eines Beitrages, in dem die Grundzüge der gegenwärtigen Qualitätsdebatte zusammengefaßt werden (Larrá), wird in einem zweiten Beitrag über verschiedene US-amerikanische Ansätze zur Qualitätssicherung berichtet (Roßbach). In dem Beitrag von Schuster u.a. wird mit der KES (Kindergarten-Einschätz-Skala) das erste in Deutschland verfügbare Instrument zur Feststellung pädagogischer (Prozeß-) Qualität in Kindergärten vorgestellt. In dem abschließenden Beitrag des ersten Symposiums (White) wird auf der Grundlage einer Metaanalyse einschlägiger Untersuchungen eine Synthese des Forschungsstandes zum Zusammenhang von pädagogischer Qualität und kindlicher Entwicklung gegeben.
Der zweite Teil des Symposiums ist der Studie "Wie gut sind unsere Kindergärten" gewidmet, die am Arbeitsbereich Kleinkindpädagogik der Freien Universität Berlin durchgeführt wurde.

Es handelt sich um die erste Studie im deutschsprachigen Raum, in der auf einer breiten Datengrundlage aus fünf Bundesländern (Ost und West) verschiedene Aspekte pädagogischer Qualität in Kindergärten *und* Familien systematisch untersucht und in ihrer Bedeutung für die Entwicklung von Kindern analysiert werden. Untersuchungskonzept und ausgewählte Ergebnisse werden vorgestellt und unter wissenschaftlichen sowie praxisbezogenen Gesichtspunkten diskutiert.

* * *

Concepts of Science in Early Years: Teachers' Perceptions in a Changing Society

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B15

When the "science" and "technology" domains are approached by professionals involved in early childhood education, at either the curriculum and training level or the values and professional development level, a considerable debate arises. Thus, early childhood education often has to take into account several different viewpoints: For example a common, dogmatic argument is that children should be prepared to function adequately as citizens in tomorrow's scientific and technological society; on the other hand proposals appear, transferred from higher levels of education and / or adult life and everyday practice (such as the mystery and the fear of the unknown). Those proposals do not facilitate the development of the pioneer and autonomous character of early childhood education.
The purpose of the study was to investigate: 1) problems presented by early childhood teachers concerning the transformation of basic science concepts and its relation to teachers' functional knowledge, 2) ways according to which the transformation is perceived by the educationists themselves. This goal is defined within the following frame: a) science is conceptualised as an integral part of the whole curriculum, b) the role of early childhood education should be not to accelerate learning but to enable children to integrate themselves in a global and continuous action.
The interview and observation methods were used for the study. The sample (N=60) answered four units of questions. In addition fifteen observations of educational practices were carried out.
The preliminary analysis of data suggests that: a) teachers consider the acquisition of transformation abilities to be a necessary prerequisite, during both pre-service and in-service training, in order for them to be able to influence and support the curriculum itself, b) "an intrinsic connection between content knowledge and teaching as a distinctive form of professional work" (Buchmann, 1984), is confirmed, c) the above mentioned transformation abilities seem to encourage the mobility of teacher perceptions and yield pedagogical knowledge in the shape of multiple and fluid conception. In view of the findings, the influence of the holistic approach in education becomes apparent.

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Mathematical Experience: A New Approach to the Development of Mathematical Concepts

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B15

Theoretical basis of the work: In our paper we present part of a research programme which concerns the development of mathematical concepts at the pre-school age.

The programme consists of activities that are related to mathematical concepts which comprise elements from space organisation and representation or from other more general mathematical concepts (combinations, arrangements codifications etc.) (Dubois etc., 1993).
Contemporary views on teaching and learning suggest that interaction with a properly organised learning environment will lead the child to the development of concepts we aim at (Vergnand, ibid). The concept of «learning environment» does not include only the educational material, as is widely believed, but also a whole of material and mental situations which create the right conditions for the development of concepts. Based on the above orientation the study of pre-school mathematical concept development is in accordance with the more general framework of Mathematics Eduation: that is constructing knowledge through designing teaching situations, appropriate for each individual concept (Broussean, 1986; Vergnaud, 1981, 1994; Nesher etc. 1990; Bishop etc. 1991).
With that theoretical basis in mind, we designed a programme of mathematical activities and we explored the extend to which the enrichment of children's experiences with properly formed situations leads them to widen, consummate and generalise the knowledge they have acquired so far.

Description of the research: The research we shall describe took place in a nursery class at the Early Childhood Centre of the Aristotle University of Thessaloniki. It lasted 1 year during which a special programme of mathematical concepts development materialized.

The design of the programme took into consideration two issues:

- In order to develop knowledge the child needs to get involved in a properly formed situation that will induce him to act, construct, decide, choose etc., in other words a situation that will activate the child full-scale. This involvement means that the child uses the knowledge and skills he possesses, since the properly formed situation constitutes a problem to him.
  Within this framework, the organisation of a teaching situation for the development of knowledge presupposes, on the one hand, the accurate specification of the concepts we aim at developing and on the other setting limits to the concepts the child is ready to develop (Vygotsky, 1934).
- The teaching situations designed, constituted mathematical activities relevant to the concepts we propose to develop, in the sense that they prescribed the action of the child and were the key to the «problem» they posed.

Each situation we propose has such a form that a «problem» is «devolved» to each child (or a group of children). It is a problem that the child does not know how to deal with, from the start. The term «devolution» exactly suggests that the child is aware of the fact that it is responsible for the solution of the problem.

In all the proposed activities the children construct, decide, choose, give orders etc. The above

operations include a phase during which the children need to verbally describe what they do. Thus, they are given the opportunity to define and express their action orally. Finally, each one of the activities includes control «mechanisms», at a cognitive level lower than the solution to the problem, so that the children can manage and control their own action, correct and transform their knowledge (Tzekaki, 1995).

The role of the teacher is confined to the organisation of the teaching situation itself and the material, to explanations concerning the action and to assistance in case the children face insurmountable difficulties. Under no circumstances does the teacher answer instead of the children, elicit answers, correct the children.

The programme is supplemented with the proper material, either functional (for the mathematical concept to be shown) or accompanying (for the creation of participation motives). This material is a determining factor in the creation of a learning environment for pre-schoolers. The depiction of the experience we suggest to them, the dramatisation of the situation and the accurate setting of action limits through the material, is of major importance to the effective function of a teaching situation.
The evolution of the activities programme was observed, recorded on video and analysed. This analysis was cross-checked trough evaluative control.

Main findings: The recording of teaching situations and their evolution provides an impressive picture of the multiplicity of children's action, the immediacy in their involvement and the creativity in the results. The learning environment in which children function, offers them - on an every day basis - a wealth of mathematical experience. Its orientation towards specific concepts creates vital development conditions for these concepts.

Every day children seem to creatively cope with the situations proposed to them, transfer to other situations and problems the experience that is focused on themselves, generalise their experience, formulate, explain, check and draw conclusions. Even in cases where the first approach seems inadequate, the concepts the children dealt with appear often in their everyday lives from that point on and evolve. The evaluations that will be presented in the paper hold positive results.

Evaluative conclusions: The research confirms the initial hypothesis that: a properly formed learning environment, supplemented with a rich mathematical experience leads children to develop important - for their age - mathematical processes and concepts. Likewise, we can observe significant pedagogical benefits from this application such as initiative taking, speculation and control development and transfer of concepts that have been developed to other, non-mathematical situations.

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The Cultural-Educational Environment As a Factor of Differentiation in Mathematical Reasoning

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B5

The research study presented in this paper is mainly drawn from an Early Mathematical Competence research project, in progress at the Universities of Utrecht, Helsinki, Durham, Leuven and Osnabrueck.

The theoretical hypothesis of the study is that children from different cultural-educational environments but with no obvious deficiencies, can develop different procedures of thinking as regards mathematical reasoning. This fact results in cognitive development differentiation, namely they exhibit cognitive style differences (Ribaupierre, A., 1989).

The research sample consists of 100 preschoolers between 5-6 years of age. They all come from the broader region of Thessaloniki and belong to two different socio-educational environments (50 preschoolers in each group). Language minorities or inadapted preschoolers were excluded from the sample.

For the evaluation of mathematical competence and of procedural thinking in mathematics the Utrecht Early Mathematical Competence Test was used. This is a criterion based on the principles of cognitive psychology (Fuson, 1988; Geary, 1995; Van de Rijt & Van Luit, 1995) that assesses children's competence in eight different cognitive areas (comparison, classification, correspondence, seriation, using counting words, structured counting, resultative counting, general knowledge of numbers). Furthermore, the thinking procedures that a child employs to perform a cognitive task are also assessed on the basis of this criterion.

Some of the interesting findings of the research study are the following:
a) Preschoolers from advantaged cultural-educational environments (group A) have demonstrated higher performance in their overall competence as compared with preschoolers coming from disadvantaged cultural-educational environments (group B). This statistically significant difference in their performance seems to arise from variations of group A children in the following tasks: classification, correspondence, using counting words, resultative counting and general knowledge of numbers. While in group B differences in performance arise from variation in the tasks of seriation, using counting words and resultative country.
b) Statistically significant differences in regard to preschoolers' performance in seriation and use of counting words were also found between the two groups; preschoolers in group A attained noticeable superiority over group B.
c) Although children in both groups seem to be able to use the same thinking processes, it has been found that the disadvantaged children lack awareness in the process of analogical thinking. Furthermore only a small percentage of the advantaged group mainly can use the analytico-synthetical procedures.

Overall assessment of math reasoning has shown that compared with group A, children of group B exhibit significant difficulty both in cognitive tasks and cognitive procedures.
It is therefore recommended that emphasis on preschool education should be differentiated, so that the nursery school would actually play its compensatory role. Thus all children would enter ordinary schooling on equal terms.

* * *

The Study of Play Patterns in Free Activities in a Longitudinally Divided Kindergarten (2 to 5 years)

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D5

In preschoools, teachers conduct children's education appropriate to their development in accordance with a guideline, naturally and collectively in the ongoing daily life and play,

considering each domain.

In contemporary Japanese Society, there is a strong tendency for lower birth rate and a nuclear family, which makes it difficult to have interaction in varying age groups.
In view of such a social situation, we intentionally combine children of different ages together in each class to help them learn human relations in all aspects and foster feelings including thoughtfulness, kindness and respect for others.

This study focuses on play patterns of children (2 to 5 years) in their free activities when they spontaneously and independently play in arranged environments.

During our observations, teachers only arrange circumstances with tools and materials without giving direct in
structions to children.
Only when they are asked, they would respond.

* * *

Practitioners' Attitudes Towards Observing Children

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A5

The presentation will focus on practitioners´ attitudes towards systematic observation and assessment of children in kindergarten. The findings are part of an ongoing research project testing the concept of involvement and some materials of the Leuven Involvement Project (University of Leuven, Belgium) in German kindergartens. The data base are semi-structured interviews with 60 practitioners from 8 Bavarian kindergartens. Questions that will be discussed are:

- why should professionals observe children, what is their motivation?
- what methods were learned during initial and in-service training?
- what methods of observation are being used in the workplace?
- what, according to practitioners, stands in the way of systematic observation: personal apprehensions, practical obstacles, daily routines?
- how are different pedagogical concepts related to different attitudes towards systematic observation?
- what importance is attributed to systematic observation and assessment in German preschool education (in theory and in practice)?
- are research traditions and instruments developed in the field of child observation and assessment compatible with practitioners' interests and duties?

* * *

Leisure Time Teacher's Attitude and Behaviour in Interaction with Groups of Children

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C5

The overall purpose of this study is to describe and analyse the attitude and behaviour of leisure time teachers. Attention will be paid to relevant features of the topic primarily addressed with regard to the interaction between teacher and child. The investigation has a qualitative inception where five leisure time teachers are observed with video recordings. Characteristics appear in the main category "social order and group control" which have a dominating and controlling function for attitude and behaviour.

Based on these characteristics three interaction styles are derived. "Interaction style 1" is characterized by the social orders having an established structure, i.e. there are well-established routines for attendance division into groups, ordering of priorities and division of labours which are consistently used. "Interaction style 2" is characterized by a social order with an open and flexible structure. One basic prerequisite is the teacher's sensitivity to the children's interests, desires and capabilities. The children participate on all levels of the planning and the teacher functions as a partner in discussions, a coordinator and an organizer. "Interaction style 3" is characterized by a social order with a structure that is closed and controlled by the adult. The leisure time teacher has a rigid attitude of social order, and a detailed agenda for how routine situations will turn out, how norms and rules are to be observed and how the content and organization of activities are to be implemented.

This method of studying teachers - superior and average - can be one way to describe "the good/less good pedagog". Attitudes and behaviour formulated as interaction styles, are a contribution to define criteria of quality in the field of education.

* * *

The Power of Metaphor in Qualitative Research: Building Community in a Kindergarten around the Large Table

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A4

The starting point for my paper is the metaphor represented by Velasquez's painting "Las Meniñas": The painter portraits himself in the room while he paints his subjects. This metaphor applies to the qualitative research that I have developed in a kindergarten in Lisbon (Portugal). While studying the work of a kindergarten teacher, the researcher was part of the research process and could engage in a deep dialogue with her own subjectivity.

This in-depth ethnographic study focused on the practice of Ana, a kindergarten teacher and its

personal and professional dimensions (Vasconcelos, 1995). Naturalistic participant observations (Spradley, 1980) and ethnographic interviews (Spradley, 1979) which were developed as creative interviews (Douglas, 1985; Denzin, 1989) were conducted. The research attempted to study a teacher "with the voice of the teacher herself" (Goodson, 1992).

A powerful metaphor emerges from the study: The Large Table. On that table Ana constructs, day after day, a participatory democracy, a community, with her group of three, four, and five years olds, through conversation (Bruner, 1986), discussion, planning, problem solving. The Large Table became also the symbol of the participatory, democratic, interactive, co-constructed research I attempted to carry out. I called this type of research "a research in the feminine genre", since a strong emphasis was given to the relational process (Hoffman, 1981; Harding, 1987; Smith, 1987), to reciprocity, to multiple realities, to the recognition that reality is socially constructed (Bruffee, 1986). An interacitve process between the woman as a research subject and the woman researcher was developed in a "interpretive interactionist" (Denzin, 1989) dynamics, with the awareness that symbolic interaction may be problematic.

It was from that dynamic interaction, developed throughout many months, that a curriculum emerges as an expression of the theory of Ana's practice: A phenomenological, constructivist, policentered, socially and intellectually focused, contextualized curriculum. Theory emerges from practice in a negotiated, dialogic process (Bruner, 1986). It is situated, determined in time, rooted in a process of intersubjectivities (Rogoff, 1990), assuming a "processual subjectivity" in a "participatory mode of consciousness" (Heshuius, 1994).

Ana's voice enriched the study with other metaphors: The "puzzle" explaining the organization of the daily activities; the description of the working place as a "second home". The metaphor of an interpretive dream is also described as the "caleidoscope" which symbolizes the whole process of the study.

The power of metaphor (Oldfather and West, 1994) as a sophisticated conceptual structure, as the imaginative rationality which illuminates experience, and as a way of creating new gestalts (Lakoff and Johnson, 1980) is highlighted, and its contributions to qualitative research are described.

* * *

Scientific vs. Common Sense Psychology on the Development of Autonomy, Sociability, and Understanding

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C15

This paper focuses on developmental psychology as an important part of our changing conceptions of childhood. It is presupposed that not only contemporary *scientific psychology* of child development, but also contemporary *common sense psychology* of child development, i.e., the every day notions of children's growth, learning, competences, etc., on the part of parents, constitute important parts of these conceptions.
Contemporary common sense psychology is not well described. Although several investigations have examined parents' views on or attitudes to child development and child rearing, we must admit that a great variety of notions exists. Unfortunately, scientific psychology is equally diversified. Many theoretical positions have their effects, and even more different views on the

practical applications are presented. Nevertheless we must assume that several scientific theories and conceptions influence contemporary common sense psychology.
However, this influence is exerted in a rather indirect way though the important "filter" of popular psychology at different levels *from* brief notes on child development or child care in the mass media *to* psychology as taught in the contexts of teacher training, training of social workers, etc. In fact, we must assume the existence of a continuous scale from true scientific psychology through various levels of applied and popular psychology to common sense (or every day) psychology. In order to illustrate these circumstances, various views on the concepts of autonomy, 'sociability', 'learning', and 'understanding' are discussed, as these psychological concepts are often mentioned in current discussions on early childhood education, elementary instruction, etc.
In conclusion it is argued that in the field of early childhood care and education, researchers as well as practicians with great advantage can take common sense psychology into account, - and common sense pedagogy as well.

* * *

The Family and Cognitive Development of Preschoolers

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B15

The need of integration of preschoolers into a fast changing picture of the world provokes the attention to the problems of child's cognitive development. That is the basis of increasing interest in examining the child's development - its mechanisms and the unique opportunities of early childhood. The need of development of children's adaptive abilities in accordance with new demands of changing social-economical environment in Bulgaria as a post-totalitarian country places the idea of appropriate educational strategies. They have a new place in the Bulgarian State Curriculum and are close related to solving global problems of organisation and specificity of preschoolers' cognitive development. In appropriate conditions the former can become a centre of successful cognitive activity with high-developmental value.

The main idea of the curriculum is to give the parents a chance to find their own way to solve everyday problems of encouraging child's curiosity, enlarging the child's mental outlook and enriching his cognitive abilities. These are the basic ideas of our research. We examined educational conditions that are a guarantee for improving parents-children interactions and to give opportunities to join children to socially created forms of cognitive activities. Our goal was to examine educational programs for co-operation with parents and to specify some requirements and approaches to children-parents-teachers interrelations.

* * *

Technological Perfection of Educational Process in Kindergartens

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D12

The democratic trends in humanization of the educational process demands getting over the direct educational influence with its authoritarian approach of the teacher towards the child. The basic idea of the new program for education of children from age 2 to 7 years emerges from the need of development of a humanitarian-personal model of interrelations in order to guarantee the entire development of child's personality through adaptation, individualization and integration of her/his activity through the environment. That initial idea determines the interrelations between teacher and child. These interrelations are based on the interactivity. The child's position is changed - it is the new position of a partner in interactions.

A part of the idea about the humanitarian-personal interrelations model is the child's right to be educated in accordance with her/his individual needs, in an individualized environment. The technological perfection is connected to involving the child in an educational process with his/her unique individuality, needs and interests. The child is introduced in the material and social environment through age-appropriate forms of activity (emotional, social, cognitive, aestetical and motor activity).
The model provides the opportunity for preserving and encouraging child's self-realization, as well as development of preconditions for creativity in all the parts of child's activity.

A very important part of the new programme is the realization of the educational process as a process of interrelation between teacher and children. The stress upon the interaction between teacher and child, as well as between the preschool peers, provides the opportunity to find the way in mankind values with personal sense in children's lives and that are necessary cognitive and behavior bases for the child's socialization.

* * *

Trends in Early Childhood Policies in the Slovak Republic

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D7

Children are a connection with the future, a continuation of individual life, a hope for survival of society. The place where the life of the majority of children is beginning and taking place, is the family.

At the moment, the family, as a living and developing social institution, has to face many changes and big challenges. The important trends in the Slovak family have been its horizontally narrowing (a smaller number of family members) and vertically expanding (more generations, grandparents and great-grandparents). In the Slovak family the status of children is very

high. Almost 90% of citizens of the Slovak Republic ascribe the highest importance to children in their lives.

The years of systematical changes and reforms after 1989 became to be very complicated for many families. There are problems in ensuring the basic and other (emotional, educational, cultural, etc.) needs of children in many families. In today's Slovak family on the average 1.14 children are related to one family household. There is decreasing also the number of youngest children in the whole population. The number of marriages, births, abortions is decreasing, the number of divorces is increasing. Only 13% of new born children are born out of wedlock. According to research data, in more than 80% of young families, the first 1-5 years of their marriage were lived in a former parental family (beginning of the 1990's). Many young families have deep problems with housing, employment, household and children services and that is also one of the reasons of decrease of new born children in the Slovak Republic. In the frame of the new concept of the state family policy there are done some changes in the support of young families (parental assistance, family and parental allowances, etc.). The tendency of state is going to support the childcare more in the family (practically the nurseries doesn't exist) and there is the possibility for children to attend kindergarten in the age from 2 to 6. Special research on early childhood education is continuing only in some specialised research institutions. The early childhood policies are in recent time undergoing some new changes and the results can be seen in next future.

* * *

Three Williams-Syndrome Boys in Ordinary Daycare. Case Study of Social Integration

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C10

The main problem is how to describe the social interaction these boys have during their everyday life in kindergarten.

Theoretical framework: Kindergartens and schools are places where socialization happens. They transmit societal values and goals. The basic theory is the symbolic interactionist approach which helps us to understand how a handicapped child contributes to a new social order in the group. In this new order adaptation is mutual, both students and teachers go through the socialization process.

S.J. Peters found five interaction strategies in her study with physically challenged (handicapped) children at school. These strategies were 1) ways of communicating expectations 2) bargaining strategies 3) rule negotiations 4) accommodation strategies and 5) control interventions.

Research methods: Three Williams-syndrome boys were observed in their kindergartens during the free play situations. The author, kindergarten teacher and the aides of the boys made observations. These observations are classified according to interaction strategies. The kindergarten teachers were interviewed in order to gain general information about the behaviour of the boys.

Major findings: The boys were very active during the free play observations. They mostly used the first, second and the fifth strategies. That means they were very good in communicating their expectations for behavior according to social norms or ideals. They were able to use toys or social interaction to gain peer approval or acceptance. They also could use the help of an adult or activate their reactions in order to alter the ongoing activity with others. The other strategies were not used so often in these free play situations. Other children were very familiar with these children.

Evaluative conclusion: This study confirms that ordinary kindergarten groups are good places for integrating Williams-syndrome children. Persons with Williams-syndrome are described as being very talkative, friendly and interested in other people. Kindergarten as an environment provides an open and flexible structure that allows children to choose activities and to negotiate in different situations. By increasing what is known of social interaction between ordinary and special children the study gives educators an opportunity to understand the social life and culture children have together.

* * *

Similarities and Differences in Structural and Process Quality in Early Childhood Programmes

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B8

In European countries, differing traditions in the care and education of young children exist. The paper investigates if these traditions are reflected in differences of structural and process quality in early childhood programmes. Some 300 classrooms in Austria, Germany, Portugal and Spain were studied. For measuring structural aspects of quality, standardized interviews with teachers and directors in early childhood centres were conducted. For measuring process quality, three observational measures were used: The Early Childhood Environment Rating Scale - ECERS (Harms & Clifford, 1980), the Caregiver Interaction Scale - CIS (Arnett, 1989) and the Observation of Activities in Preschool - OAP (Palacios & Lera, 1992). The paper reports selected results on main similarities and differences between the four countries with regard to the following research questions:

- How do the different structural aspects look like? What kinds of differences exist, for example, with regard to class sizes, teacher-child-ratios, age mix of children, training of teachers, time working directly with children and planning time, available rooms and size of rooms?
- How does the process quality look alike? What kind of stimulation can be found, what is the focus of the teachers activities; what is the tone and climate of interaction?

Country means and measures of within-country homogeneity resp. heterogeneity will be discussed and interpreted in the light of the different traditions and regulations in the four countries. It is assumed that the comparisons can help to better understand the specific situation in early childhood programmes in each of the four countries.

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Pädagogische Qualität in Kindertageseinrichtungen und kindliche Entwicklung. Ein Forschungsresümé

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C14

Die Frage nach der pädagogischen Qualität in Kindertageseinrichtungen gewinnt ihre zentrale Bedeutung unter dem Gesichtspunkt ihres Einflusses auf die Entwicklung von Kindern. Anders als in Europa, wo bislang kaum kontrollierte Untersuchungen zu dieser Frage vorliegen, existiert in den USA eine Vielzahl von Einzeluntersuchungen, die unter verschiedenen Perspektiven den Zusammenhang von pädagogischer Qualität und kindlicher Entwicklung thematisieren. Darüber hinaus existieren einschlägige Übersichtsartikel, die auf Interpretationsebene die verschiedenen Ergebnisse zu integrieren versuchen. Während in vergleichbaren pädagogischen Forschungsfeldern Synthesen der Forschungsergebnisse, d.h. quantifizierende Zusammenfassungen auf der Grundlage des empirischen Ausgangsmaterials der Einzelstudien vorliegen, fehlen solche *Metaanalysen* für die Auswirkungen pädagogischer Qualität in frühkindlichen Betreuungsformen auf die Entwicklung von Kindern.
Mit dem vorliegenden Beitrag wird ein erster Versuch unternommen, zur Schließung dieser Lücke beizutragen, indem eine Metaanalyse unter Einbezug von mehr als 20 Untersuchungen zu dieser Thematik vorgelegt wird. Der Beitrag berichtet über die methodische Anlage der Metaanalyse, stellt die Hauptergebnisse vor und diskutiert ihre praktische Bedeutung.

* * *

Family Life in Different Family-Types and Daily Child Care in Various Child Care Arrangements: Consequences for Today's Children

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B13

Todays children have the chance respectively have to arrange with experiencing a variety of socialisation systems. Two main socialisation fields are children's lives in their families and in daily child care arrangements. In both areas today's society has developed a complexity of models with which children get confronted.

Children come to know a plurality of living arrangements in their social surrounding and sometimes even concerning their own living situations. Next to the most traditional family-type - the nuclear family - a lot of more or less well-known family-types exist. In this study four family-types - nuclear families, one-parent families, communes and homosexual families, which are defined by the constellation of the adult family members and show a complexity of living models ranging from traditional and often realized up to extremely untraditional and rarely met family-types - are analyzed. In these different family-types we can find specific

lifestyles and family ideologies which influence children's development and view of life.

Apart from family life a large majority of today's children come to know at least one type and sometimes even several types of child care models. In today's society a variety of child care models exists. This multiplicity is on the one hand based on the different bodies responsible for child care and on the other hand depending on the diverse age groups of children (0-3; 3-6/7; 6/7-12 years old children), which make use of daily child care. The study shows that in different child care arrangements unequal or even contrasting opinions concerning the organization of the day care situation and pedagogical issues as well as concerning the children's family background and the diverse family lifestyles can be found. That means that today's children - depending on the family-type they live in and also depending on the child care arrangement they use - come to know different ways of life, experiences and life ideologies. In both areas of child socialisation a broad spectrum of traditional and progressive attitudes towards aspects of family life and daily child care exists. These ideological differences in the various family-types and child care models will be elaborated. Can we realize any links between certain child care models and family-types? Do children experience similar or contrasting ideologies at home and in their day nursery? Which consequences can living in a certain family-type and visiting a special model of child care have on children's lives, their development and their well-being?

The presented results and reflections are based on German and English literature studies as well as on interviews with parents and child care teachers. The interviews were made in Germany in the spring of 1996.

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"Toy-Free Kindergarten" - A Project to Enhance Psychosocial Competences in Children? Results of an Accompanying Study

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B11

The project "Toy-free Kindergarten" was developed in the district of Weilheim in Upper Bavaria in 1991 by members of a study group to prevent addiction and is based on two principal rules: For three months all toys and materials for handicrafts are removed from the rooms of the Kindergarten. The Kindergarten teachers commit themselves to observing the children actively and to be present as partners. However, they do not make any offers, do not provide any rash solutions and do not place any substitute materials at the children's disposal. The effect of the first project on the Kindergarten children, on the educators, on the daily routine, on the entire "Kindergarten culture" was so astonishing that the project very quickly gained tremendous attraction and, in spite of initial scepticism, roused also the interest of the preschool educationalists. This accompanying study was carried out on behalf of the "Aktion Jugendschutz", Landesarbeitsstelle Bayern e.V. in 1996. Its task was to check if the projects that were carried out achieved the original aim of their initiators - to enhance the psychosocial competences of the Kindergarten children. Twenty pedagogical members of staff from eight Bavarian Kindergartens were questioned in guideline interviews about the preparation and execution of the project, their observations of the children, their own self-reflections and their co-operation with the children's parents during this period. The evaluation of the minutes of the interviews revealed that removing the toys initiates a complex, interactive process. The Kindergarten teachers' comments about the changes in the children's behaviour during the project lead to the conclusion that the children's psychosocial competences are enhanced in the

following five fields, which are particularly important for children: The capability to form relations with other people, the perception of personal needs and self-confidence, communicative competence, creativity and critical thinking, the toleration of frustrations and the capacity for play. This result is achieved by two interdependent measures: Firstly, by a vacuum artificially created by the missing toys and secondly, by the reserved behaviour of the Kindergarten teachers who, at the same time, observe the children with interest. The relationship of the Kindergarten teachers to the children and the image they have of their profession changed completely. The teachers discovered how they learnt to observe and listen during the project, how they learnt to give up the role of expert and manager, and how they became moderators, research assistants and advisers to the children. The fact that the teachers rediscovered psychosocial competences buried or unexploited within themselves is an especially valuable side-effect of this project.

* * *

New Aspects in Social Context of Child Development in Russia

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A8

The aim of the study was to examine in what way the changes in social context of child development in Russia influence certain aspects of mental and emotional development of preschoolers.
Three factors of social domain were investigated: a) intervention of a computerized mode of play in the child's everyday life, b) strong differentiation of families' incomes, c) quality of preschool education. Two of them ("a" and "b") are discussed in this report.
160 children aged 5-6 years participated in the experiment. They were divided into 4 groups in accordance with the educational level of their parents and the family income. Also each group of participants was divided into 2 subgroups: with and without experience in computerized type of play activity.
The following parametres of participants' psychic development were tested: Thinking, imagination, cognitive development, pretend play and serious role taking, self-esteem etc.
The data obtained were compared in all groups and subgroups of participants.
The results revealed some statistically significant differences in samples with different socioeconomic backgrounds and play activity.

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Brain and Language: Writing and Reading at the Preschool Age

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D11

The purpose of the present study is to answer the question if children at a preschool age (3,5-5,5) can develop, to some extent, the abilities of writing and reading.

The theoretical background of this study is based on: 1) the findings of the neurosciences and especially the hypothesis of the existence of a "period of special sensitivity" at the age of 20 months until the end of the 4th year in relation to the development of language abilities and 2) the theoretical work of J. Piaget, L. Vygotsky and M. Montessori, who believe that children at a preschool age should be involved in activities of writing and reading.

In order to investigate this hypothesis, a research programme was set up. An environment appropriately designed and equipped, rich in linguistic stimuli and especially designed materials, combined with a noninterventionary reading practice, gave us the opportunity to videotape, observe and analyze preschool children's behaviour and their development in writing and reading awareness.

This program was started in 1993 and has continued for a period of 4 years now.

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Early Childhood Education Policies and Social Change in Greece

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D7

On a basis of a historical-comparative approach which understands educational development as closely connected with the process of state formation and mediated by major changes in social structures, this paper will attempt to analyze the role of the Greek state in Early Childhood Education.

More specifically, this paper is going to examine early childhood education policies in Greece, implemented during the last twenty years, in relation to structural changes in the Greek society, such as demographic parameters, labour market adjustment, women's employment, changes in family structure and the fact of the new emigrants entering the labour force. It will be argued that state provided early childhood education services do not meet social needs. This seems to be particularly the case in contemporary Greek society, where women's participation in the labour force has been considerably increased during the last two decades and the traditional family links are changing.

The care/education dichotomy has been proved to be the main concept on which the early childhood social and educational services have been organized in Greece. Institutions subjected to the control of the Ministry of Social Services, catering for the age group 0 - 4 years old, are

considered as offering mainly care, whilst institutions subjected to the control of the Ministry of Education, catering for the 4 - 6 age group, are considered as offering exclusively educational services. This mechanistic dichotomy on the one hand leads to the formation of a peculiar hierarchy among the respected services and their personnel and depicts a questionable view regarding children's educability, while on the other hand leads to the formation of services unable to satisfy the needs of both children and parents. The lack of flexibility and the consequent inefficiencies produced, impose a considerable private cost on the family seeking to find alternatives either in the private sector, or in more traditional forms of childrearing.

Theoretical aspects as well as empirical facts will be discussed at an attempt to understand the role of the Greek state in early childhood education provision. Policy analysis will take into account not only institutional frameworks and the implementation of certain political measures, but analysis of the role of the key interests involved, as a process mediated by social structures and dominant cultures regarding the concepts of childhood and motherhood, forms of child upbringing and the limits between the public and private sphere.

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The Pedagogical Style of Greek Mothers

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B7

It is well documented that the evolution of the emotional and social behavior of preschool children depends on the pedagogical style of their mother. Mothers may have authoritarian or non-authoritarian pedagogical style. The purpose of this study was to investigate the pedagogical style of Greek mothers and find out the number of the different pedagogical styles they have.

A group of 299 Greek mothers from the lower or middle social class, who had their children in the Kindergarden were interviewed. We used the Graundez, Kraak and Hauer (1976) index in order to discriminate the pedagogical styles. A questionnaire consisting of 63 questions about the ways they use to discuss, advise, explain, punish or influence their children was designed for the purpose of the study. Records were made of their answers about their pedagogical style. Factor analysis was applied to our data using the SPSS statistical package for UNIX.

Our data analysis revealed that the Greek mothers have not only authoritarian or non-authoritarian pedagogical style. We found that there are groups of mothers who are non-authoritarian and respect their children, others who avoid to punish their children, others who want their children to be free and others who take too much care of their children and they don't allow them to do anything. All these styles range between the authoritative and the non-authoritative styles. Comparative analysis with other reports on the same matter showed that we have many more different categories in pedagogical styles than they do.

* * *

Emergent Literacy - A Three Years Intervention Project With Kindergarten Teachers

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A3

Emergent literacy is concerned with the earliest phases of children's literacy development. Underlying this term is the belief that in modern societies young children are in the process of becoming literate, much before beginning formal teaching at school. Emergent literacy refers to the earliest literacy behaviours and concepts children develop in interaction with a variety of social contexts in which they are becoming literate: At home and out of home care settings such as kindergartens. As emergent literacy is seen in unconventional behaviors, indicating the understanding or hypotheses that young children make about this domain before school, the importance of kindergarten teachers' conceptions about literacy development and the ways they choose to work with the children at the preschool setting is well emphasized.

An intervention project was carried out by staff members from the Beit Berl College. It was operated during three consecutive years in 10 kindergartens (5 for secular and 5 for religious population) at two neighbourhoods, known by the authorities as having socio-economical deprived populations and therefore the young children are regarded as being at high risk, especially in the sense of becoming literate. The aim of the intervention project was to guide the preschool teachers in the area of emergent literacy of young children addressed by the teachers during daily work at kindergarten.

The intervention project adopted an Action Research Approach, including aims such as transforming teachers into sensitive observers and improving their ability to reflect their work and to grasp the developmental trends that occur in the children over time, for example, the concepts the child is internalizing and using during conversational situations or while reading, writing, playing, drawing etc.

A follow up evaluation of the project along the three years of intensive intervention reflects the kindergarten teachers' conception as to how the child learns to read and write - as measured by a questionnaire administered to them at the start and at the end of the project - altered from a more associationist-orientated to a more constructive orientated grasp of the issue. Concomitantly, random samples of children at each kindergarten were tested each year using one of two measures: Concepts about print (CAP) Test adopted to Hebrew and the Goralnic Diagnostic Test for assessing oral language. Comparisons were made for same-age cohorts. Results showed an overall improvement in the area of written language. With respect to oral language, significant positive gains were noted for the children in the religious kindergartens. Results were correlated with the number of years the teacher had participated in the project.

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Posters

Abstracts in alphabetical order according to the first-named author

Vorschulische Bildung und Erziehung im nationalen Bildungsystem in der Republik Belarus (Weißrussland)

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E1

Im Unterschied zum Bildungssystem in der BRD und manchen anderen europäischen Ländern gehört die vorschulische Bildung in Belarus zum Gesamtsystem der nationalen Bildung.

Dabei erfüllt die vorschulische Bildung und Erziehung folgende Funktionen: Das Kind bekommt die Möglichkeit, sich zurechtzufinden und sich adäquat in seiner Umwelt zu verhalten: Schutz und Förderung der Gesundheit von Kleinkindern (insbesondere nach der Atomkatastrophe bei Tschernobyl), die Gestaltung der Grundlagen der gesunden Lebensweise; Entwicklung des Gesamtkomplexes der individuellen Neigungen und Anlagen des Kindes, die Gestaltung seiner Persönlichkeit zur Offenbarung seines schöpferischen Potentials; Sicherung des Übergangs des Kindes zur nächsten Stufe des Bildungssystems, d.h. zur Schule.

Zu Beginn 1996 zählte man in Vorschuleinrichtungen der Republik 458.000 Kinder. In Prozenten (Kinderkrippen bis 3 Jahre, Kindergärten 3-6 Jahre) zählte man im Staat 59,5 %; in den Städten 68,3%, auf dem Lande 35.3%. Die Gesamtzahl der Plätze in vorschulischen Einrichtungen betrug zu dieser Zeit 545.700.

1990 begann die Diversifizierung der vorschulischen Einrichtungen in staatliche, private, gemeinschaftliche, gemischte Schulen, Kindergärten, Zentren für Kinderentwicklung und Progymnasien mit vertieftem Unterricht gemäß den Wünschen der Kinder und ihrer Eltern. 1995 funktionierten z.B. 133 Schul-Kindergärten, drei Progymnasien, 11 vorschulische Einrichtungen mit vertieften Richtungen in der Arbeit, 38 vorschulische Gesundungseinrichtungen und 29 für die Rehabilitierung der physischen oder psychischen Zustände der Kinder. Es wurden Halbtages-, Tages- und 24-Stunden-Kindergärten eingerichtet.

Zu Beginn 1996 arbeiteten in vorschulischen Einrichtungen des Landes über 127.800 Personen, davon 54.500 pädagogische Fachkräfte, unter diesen 36,1% mit Hochschulbildung, 2,3% mit nicht vollendeter Hochschulbildung und 58,9% mit Mittelfachbildung.

In der Hälfte der vorschulischen Einrichtungen wird die Erziehungs- und Bildungsarbeit mit Kindern in belorussischer Sprache, in einem Drittel in russischer Sprache, in einem Viertel in russischer und belorussischer Sprache geleistet. In manchen arbeiten experimentelle Gruppen in polnischer, englischer oder deutscher Sprache.

Neben den vorschulischen Einrichtungen wächst die Rolle der Eltern und der Familienerziehung der Vorschulkinder. Nur eine Familie garantiert die physische Existenz und die Entwicklung einer Persönlichkeit, legt den Baustein für die ethische und intellektuelle Entwicklung der Vorschulkinder. Hier erhalten Kleinkinder erste Kenntnisse über die Umwelt, erste Erfahrung der Wechselwirkung mit Erwachsenen, erste ethische Belehrung.

Weitere Vervollkommnung des vorschulischen Bildungssystems in Belarus ist mit der begonnenen Reform der Bildung der allgemeinbildenden Schule verbunden und sieht folgendes vor: Bewahrung des staatlichen Systems der vorschulischen Einrichtungen und der neuen Typen der außeretatmäßigen vorschulischen Einrichtungen; Beibehaltung des Rechtes der Auswahl der vorschulischen Einrichtung durch die Eltern, persönlich orientiertes Modell der Organisation des pädagogischen Prozesses; staatliche Standards der vorschulischen Bildung, des Systems der Lizenzierung und der Akkreditierung der vorschulischen Einrichtungen; Bewahrung der Alternativen bei der Auswahl der vorschulischen Einrichtung vor dem Schulbeginn (mit 6 oder mit 7 Jahren), Zusammenstellen flexibler, alternativer Schulungsprogramme in der Grundschule mit Rücksicht auf die vorschulische Bildung; Vervollkommnung der Arbeit mit den Eltern: Heranziehen der Eltern als Beobachter, freiwillige Helfer, bezahlte Mitarbeiter. Die Freistellung verschiedener Leistungen der Familie zu Hause bei der Gestaltung der Persönlichkeit eines Kindes; Eröffnung spezieller Lehrgänge und ihre Unterstützung bei der Ausbildung der Kindergärtnerinnen und Erzieherinnen mit der Herausgabe von Zertifikaten, Verbesserung der Finanzierung der Arbeit der staatlichen vorschulischen Einrichtungen.

* * *

Educative Interaction and its Social Nature in Learning Processes in Schools: Its Analysis in School Age Children from Galicia (Spain)

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E2

The school educative process is a formative process that establishes two types of activities: social and individual. Social activity refers to:

a) socio-cultural contents;
b) the way in which these contents become assimilated in a communicative situation;
c) the procedure to carry them out in an interpersonal relationship of perception, contact and action.

Individual activities refer to the process of thinking, reasoning and establishing relationships between conceptual or procedural contents and its reflexes in the society or culture in which we try that they are learning; so that, subjects adapt to it.

To learn in school context is very different from learning in other contexts; students are going to find different elements and processes.

There is a teacher who directs, plans and guides with the idea of producing other learning in his pupils. It takes place thanks to the fact that a communicative process, up to an artificial point, that responses to a natural process of motivation and construction of new knowledge.

In this context, we try to analyze the different types of interactions that take place in the different educative processes and all learning and teaching sequences. We will analyze the different types of activity. We will present this work from a good functioning of educational process and identify the factors and variables that are interfering with a good construction of students knowledge.

* * *

Pedagogical Advice for Parents and Early Childhood Teachers to Ease Children's Separation from their Mother when Starting Nursery School - A Critical Analysis

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E3

Definition of problem: Many small children have problems upon separation from their mother, when leaving her for the first time because of entering nursery school. Lots of so-called pedagogical hints to ease these separation problems have been published.

Theoretical framework: In order to analyse the mother-child relationship deMause's theory of "evolution of mother-child-relationship" (especially "empathic care") was utilized. To analyse the relationship between mother and child versus preschool teacher and child James S. Coleman's theory of "natural persons" versus "corporative actors" and Max Webers "duration of social relationships" were used.

Research methods: Child behavior studies at nursery school entry, questionnaire for preschool teachers, group discussions with mothers of preschool children. Collection of pedagogical hints in American, German, Austrian textbooks and magazines from the last fifty years.

Major findings: The relationship between mother and child and between nursery school teacher and child is fundamentally different. Separation problems occur under special conditions: a strong child-mother relationship and a social structure, that forces children to leave their mother already at a young age. These are two reasons for separation problems. Common pedagogical hints are based on psychoanalytic or developmental psychology theories. Most of these are tending to blame the mother or the child for separation problems. Pedagogical advice differs in terms of culture, history and person who gives the advice.

Evaluative conclusion: A new look at the separation issue is necessary. Common pedagogical hints have to be examined. Most of them do not support a successful separation of mother and child when starting nursery school.

* * *

The Development of Early Childhood Studies Degrees in Britain: Future Prospects

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E4

Definition of problem: Will the development of new Early Childhood Studies (ECS) degrees in Britain contribute to social transformation? Are there consequences for early childhood workers, for women and for children? How have the degrees developed within the social, political and ideological context in which they are positioned?

Theoretical framework: The theoretical framework draws from feminist theory and interpretivist perspectives and uses concepts derived from postmodern and poststructuralist approaches.
The sources of evidence are drawn from the author's experience as a participant - as a member of the Early Years Training Group of the Early Childhood Education Forum at the National Children's Bureau and as an initial advocate of ECS degrees, and as an external examiner; from interviews with key informants, (including early childhood educators and trainers and Early Childhood Studies Degrees' course directors); and from documents.

Major findings: The establishment (origins, forms and content) of Early Childhood Studies degrees, is discussed and evaluated both in relation to the current qualifications framework for early childhood workers and to current practice, and also in relation to the potential for future change. The paper discusses the conflicting discourses and ideologies within which such developments have taken place.

Evaluative conclusion/implications for practice and/or policy: The paper explores the conclusion that Early Childhood Studies degrees are needed to provide the core professional qualification for workers in a coherent, integrated and comprehensive child care and education service.

* * *

Improving the Quality of Early Childhood Education - Key Elements of an Experiential Approach

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E5

Within the framework of the Comenius-project "Improving Early Childhood Education's Quality: Well-being and Involvement as Keys" 6 European research centres and teacher training institutes have been working around the theme of quality in early childhood education, taking concepts and instruments developed in the innovative project "Experiential Education" (EXE) as point of departure.

Within the EXE-model two process-variables are regarded as conclusive indicators for the quality of education, whatever the context: "well-being" and "involvement". They both inform us about what's going on in the child. The degree of well-being shows how much the educational environment succeeds in helping the child to have his/her emotional needs fulfilled. Involvement refers to intense acitivity, concentration, intrinsic motivation and the fulfillment of the exploratory drive. The Leuven Involvement Scale for Young Children, an instrument (videotape and tutorial manual in several languages) to record children's involvement systematically will be discussed at the poster presentation.

Action research has led to a series of insights that have proved to help teachers to be more successful in fostering children's well-being and involvement. This expertise has been condensed in the Ten Action Points (videotape with manual in several languages). In implementing them, teachers have continuously to make decisions, bearing in mind what the interventions bring about in the child. As such teachers' professional development and self-efficacy is influenced positively.

Teacher interventions can vary a lot. The notion of 'style' is used to grasp the individual patterns in the way teachers interact. The Adult Style Observation Schedule for Early Childhood Education (ASOS-ECE) is built around 3 dimensions: (1) stimulation, (2) sensitivity and (3) giving autonomy. The ASOS-ECE is illustrated by a video (in Flemish, subtitled in English) showing a teacher with 5-year old children in an EXE-setting.
The poster presentation offers an opportunity to share ideas about ways to approach the quality of early childhood education and about experiences in different European countries to support adults in realizing more involvement and well-being in children.

* * *

Visual Motor Skills and their Improvement through a Planification Intervention

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E6

Obviously, nobody can discuss the importance of lexical enrichment in the early school age children. In this context, one of the most important instruments of linguistic skills measure is the ITPA. It emerges from models which propose that learning disablities can be considered as a deficit in basic psychological processes.
In this way the aim of this work is to design an instructional program to improve the psycholinguistic abilities according to ITPA model, improving the visualmotor route.
120 students from 1st and 2nd grade were used as subjects.
Instruments were: ITPA, which allows us the evaluation of psycholinguistic skills and the communicative behaviour; secondly, PMT which allows us a general intelligence measure; and finally, the academic performance.

Results will be discussed according to the theoretical hypotheses of other researchers, although they seem to show some disagreement with the methodological data from other studies.

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Auditory-Vocal Skills and their Improvement through Planification Tasks

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E7

Obviously, nobody can discuss the importance of lexical enrichment in the early school age children, which is highly determined by sociocultural characteristics. For it, school has an important role on its development. However, there are many factors that can contribute to different performances on linguistic tasks. Among these factors we can highlight the basic levels, which can disturb the educational objectives.

In this context, one of the most important instruments of linguistic skills measure is the ITPA (Illinois Test of Psycholinguistic Abilities). This test emerges from models which propose that learning disabilities can be considered as a deficit in basic psychological processes.

This theoretical dissertation was abandoned for two reasons: theoretical and methodological

reasons. They can be summarized in instructional programs based on ITPA are not efficient to improve the psycholinguistic abilities and therefore the academic achievement.

In this way, the aim of this work was to design an instructional program to improve the psycholinguistic abilities, according to the ITPA model. The principal objective of this program is to improve the skills of auditory-vocal route, through it runs the auditory (as input) and vocal (as output) information.

120 students from 1st and 2nd grade were used as subjects (range: 6-9 years old). Sixty eight were female and 52 were male. They formed two experimental groups, one in each school level, and a control group.

Instruments were: firstly, ITPA, the evaluation of psycholinguistic skills, the development degree and communicative behaviours; secondly, P.M.T. (Progressive Matrix Test of Raven) which allows us a general intelligence measure and finally, the academic performance.

Results will be discussed according to the theoretical hypotheses of others researchers, although they seem to show some disagreement with the methodological dates from other studies.

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Transitions in the Educational Development of Children (0-18 years) - A Theoretical Model of Effective Programme Activities for Parents

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E8

Due to socio-economic and labour market factors, the roles and responsibilities of schools and families in the education of children are changing. We will look at this change on the basis of research findings concerning policies for disadvantaged pupils, school-parent relations, deviant pupil behaviour, social disintegration and the shortcomings of current projects targeting parents.

We will then present a model to enhance the effectiveness of educational support provision to parents, based on the following assumptions:

1. Every child should integrate in society and participate in education with a view to future participation in the labour market. School education and parents should focus on fostering children's general competencies.
2. These goals are most likely to be achieved by school education and out-of-school educational programmes. These provisions should be of high quality and effectively organised.
3. To bridge the gap between parents, school and the neighbourhood, specific activities should be created to provide additional care and social contacts, to improve parent-school relations and to prepare children for school and society. These activities should focus on the crucial transitions in children's lives, where risks are more likely to

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/occur.

4. Effective intervention requires a longitudinal intervention strategy, targeting parents and children and responding to the needs of parents at transition moments in children's lives.

* * *

Pedagogical Media Concepts in the Context of Commercialization and Children's Socialization

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E9

Pedagogical topics of german social sciences in the last decade had been dominated by the introduction of commercial TV and new information technologies. Research interest focussed on children's subjective strategies of coping with the qualitative und quantitative changes in the media environment as well as on the patterns of children's socialization as being influenced by the modern media. Pedagogical issues and materials had been developed to support children, parents, educators and teachers in dealing with the new situation. Quite recently, also structural aspects of what the private media supply - for instance, merchandising, licensing and advertising - were analysed to determine the socio-economic and socio-cultural impact on how children experience their world. First results indicate that the image of a child using the media competently and individually eventually has to be modified. Commercialized media aim at children as a target group equipped with money at an early age, and in addition to this, influencing their parents' buying decisions. Consequently, commercialization exerts pressure by advertising and sales promotions, and tries to turn children into consumers. In this context the project attempts to link aspects of the theory of media education with the theory of modern childhood, in order to explore following problems: Is the market becoming an agency of socialization besides the family, kindergarten and school? What kind of image of childhood is circulated by advertising and marketing? To what extent are the cultural concepts, the market courts the children with, supportive or counteractive forwards educational processes in the familiy and pedagogical institutions? Not the least important aspect, it must be considered, whether modern pedagogics of the media have to take aspects of children's consumer education into account in general.

* * *

A Model of Quality of Early Childhood Education

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E10

Early childhood Education (ECE) is a fundamental step in the educational scheme, that will allow for real and effective equal opportunities in further education.

The regulation for this education level has been established in Spain recently and - even though it is not compulsory - the schooling in this level is 100% in children between the ages of 5 and 6. As is the case in the rest of the countries in the western cultures, nowadays our goal is a quality education.

Understanding ECE as a complex system, made up of several relevant interactive subsystems (family, school, and context) we conceive quality as the result of interaction among different factors (context, input, and process), reflected not only in the children (cognitive, affective, and social competence at short, medium, and long term) but also in their parents (implication and participation) and teachers (satisfaction and professional competence).

The specific factors that determine a quality ECE have still to be defined, first as a theoretical proposal and then as an empirical testing.

The objective of the poster is to present an explanatory outline - to be contrasted and debated - of quality in ECE, taking into account both the factors that might influence it and the links among them.

Finally, we would like to point out that his objective is but the first step in a more ambitious project dealing with the creation of a causal model of quality in ECE in Spain, that will hopefully allow educative administrators and educators to make decisions that will improve and guarantee an increase in quality.

* * *

A Study of Families' Picture Story Book Reading Habits to their Mentally and Physically Retarded Children

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E11

Picture story books have an important role in the child's language and cognitive development. The aim of this study is to evaluate the picture story book reading habits of families with mentally and physically retarded children at early childhood education.

The sample of the study constitutes of 60 retarded children aged 1-12 attending an education center in Trakya University, Edirne, Turkey. A questionnare has been applied to the mothers of these children from intermediate socio- economic level.
This research has showed that most of the families buy picture story books for cognitive development of their children. 70 % of the families have no libraries at their home. 90 % of the families ask questions about the book after completing the reading. The majority of the families have indicated that for better teaching they have repeated the same reading. These results showed that families have used picture story books for their children's education. The effects of the center on the reading habits of the families has been emphasized by this research as 68,3 % of the children had training programs at the center for more than one year.
This research will be a guide to child development specialists and the families.

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Evaluation of General Cognitive Grades of Turkish Children aged 5 from Various Socioeconomic Status According to McCarthy Scales of Children Abilities

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E12

Cognitive development is one of the most important stages in child development. The purpose of this study is to bring out if there is any difference between the cognitive development of Turkish children from various socio-economic status.
The sample of the study constitutes of 100 children aged 5 who attend to institution or private kindergartens in Ankara, Turkey.

McCarthy Abilities Scales have been applied to these children from various socio-economic sections and by evaluating their verbal, perceptual, performance and quantitative scores, their general cognitive grades have been obtained.

According to the results, the children in lower socio-economic status needed more support than those from intermediate and upper socio-economic level.
It is possible to support these children with appropriate training programs and by training their families.

This study will be a guide to the child development specialists in working with children from various socio-economic status.

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Interaction between Contextual and Cognitive Factors on Linguistic Skills of Diglosic Children

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E13

The aim of this work is to study the interactions between contextual (familiar vs. non-familiar tasks) and cognitive (linguistic vs. non-linguistic) factors on second language performance (e.g., linguistic fluency, complexity and accuracy).
Independent variables were determinded by two types of factors:
a) Contextual factor (tasks which children do not usually make in school context, and tasks which children usually make in school context, and that are influenced by school learning);
b) Cognitive factor (linguistic task, for example a story telling; and a non-linguistic task, e.g., a solving problem).

Dependent variables were determined by:
a) Fluency: reformulations (either phrases or clauses that are repeated with some modification to syntax, morphology or word order); replacements (lexical items that are immediately substituted for another); false starts (utterances that are abandoned before completion and that may or may not be followed by a reformulation); repetitions (words, phrases or clauses that are repeated with no modification whatsoever to syntax, morphology, or word order); hesitations (initial phoneme or syllable uttered one or more times before the complete word is spoken); pauses (a break of 1.0 second or longer within a turn or between turns); silence total (the sum of pauses in each transcript).
b) Complexity: clauses/c-units (clauses are either a simple independent finite clause or a dependent finite or nonfinite clause. A c-unit is defined as each independent utterance providing referential or pragmatic meaning); syntactic variety (a collection of variables based on verb form and identifying the tense, modality, voice, and aspect of both finite and nonfinite verbs).
c) Accuracy: a clause in which there is no error in syntax, morphology, or word order.

Results are discussed in terms of performance on linguistic and non-linguistic tasks in school age children. Besides, we believe that this research contributes to the study of second language performance in different tasks and contexts.

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Motivation and Performance - an Explanatory Model about the Relationships between Motivational and Academic Achievement

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E14

Actually, all researchers accept the next question: on the one hand, learning requires to dispose of cognitive abilities such as a specific knowledge, strategies and so on; on the other hand, it is necessary to have aptitude for starting motivational mechanisms, which allow to catch certain objectives and goals. In other words, it is necessary the "will" and the "skill".
For it, we can find that scientific literature considers that the novice availability is very important to learning quality and thinking processes. This concept is closely connected with motivation. Motivation can be defined as a whole of variables which are interacting. If we analyze the central aspects of the most important theories about motivation (Weiner's theory of attainment, Covigton & Berry's theory of autoworth, Dweck's learning goals theory, Schunk's model of perceived efficacy), we can conclude that three of the principal variables that integrate motivation are the autoconcept, causal attribution patterns and learning goals. In the present research, we present a model that tries to explain the interaction between these three types of variables (autoconcept, attribution and learning goals) and the relationship that they maintain with some of the most significative variables of familiar context and school context; and the relationship of all variables with the academic achievement. For it, we analyze the feasability of two types of theories about the relationships between motivational variables (according to Weiner's motivational theory and Covogton's autoworth theory). We present results in two areas: mathematic and verbal area.
235 children from primary school with a good academic achievement werde used as subjects.

Results showed that:

1) our theoretical model explains about 40% of academic achievement, which means that it is necessary to consider other explanatory variables (e.g. learning styles, learning strategies and cognitive competence);
2) Weiner's model appears as the most suitable to explain the relationships between all variables in both areas (mathematical and verbal area);
3) motivation variable was significant in academic achievement;
4) students do not use the attributional processes in slated way; and
5) family shows a significantive relationship with student motivation and, overall, with teacher expectations.

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Quality Assessment in Finnish Early Childhood Programs

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E15

This paper will provide an overview of a recently started Finnish "Quality Assessment in Early Childhood Programs"-project. The project started in spring 1997 and will last until spring 2000. The main goal of the project is to develop a national quality assessment and improvement system for early childhood programs in context with the Finnish society and welfare system. Our theoretical frame of the project, just as the frame of the Finnish early childhood education, rests mostly with contextual theory based on Bronfenbrenner's ecological theory. We are trying to construct the theoretical dimensions of quality for early childhood programs which combine perspectives on the quality of professionals, practitioners, parents, children and administrators. How the quality in early childhood programs is defined, evaluated and improved is seen as a concern not only for professionals and politicians but for all citizens. The project is an action research within twenty municipalities. We will train the participants to evaluate and improve the quality of early education programs in their own municipalities and construct national implications for practice based on quality early education.

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The Norwegian Policy for Early Childhood Education and the New Curriculum for this Education

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E16

This is a presentation of the new curriculum for early childhood education in Norway, which entered into force January 1996. The curriculum is based on the Nordic tradition of combining education and care within one institution for all preschool children and on research in the preschool field.

In Norway children from this year on start school the year they turn six years. Children under school age have no legal right to child care. The Norwegian government's goal is to provide daycare/early childhood education for all children within the year 2000.

The Act on Childcare Centres say that daycare institutions shall provide children with sound opportunities for development and activity in close understanding with the children's homes. The Ministry of Children and Family Affairs was, according to the act, responsible for establishing the framework plan, which provides a basis for all day care centres.

The framework plan defines the day-care centre's function within society, its goals, and gives

guidelines for key areas of day-care centres' responsibilities, which means care, play and development of social skills. The plan also focuses on the role of daycare centres in desseminating culture and knowledge, sets out binding objectives for daycare centres, requirements as to quality in everyday social interaction and provides guidelines for the following five subject-areas which all children attending daycare should experience during the year: 1. Society, religion and ethics, 2. Aesthetics, 3. Language and communication, 4. Nature, environment and technology and 5. Physical activity and health.

* * *

The Child Enters Preschool Setting

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E17

The aim of the study was to examine the course and to define the circumstances of ecological transition between two settings: family and preschool. The theoretical framework for the study was the Bronfenbrenner's Ecology of Human Development (Bronfenbrenner 1979).

The sample included 76 children (39 boys, 37 girls) aged 3;0-4;0. The empirical data were collected in a longitudinal study design. The data consisted of observations of children (children's activities and interactions with peers and teachers) and interviews with parents and preschool teachers. The Schaefer's and Aaronson's Classroom Behaviour Inventory Preschool to Primary Scale (CBI) (1968) was used for measuring the level of social adaptation to the new environment.

The results of the project contain descriptions of children's behaviour disorders during the entry into the new setting and analyzes the impact of variables, e.g. gender, family constellation, parenting styles and emotional support from parents on this entry phase.

The conclusions of this study suggest, that is is necessary to prepare children for entering preschool, because this entry is the first ecological transition for most children and has very important influence on children's social behaviour.

* * *

Children's Role in Every Day Life: Recruiting Initiative Situations in Two Cultural Communities in Finland

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E18

This study focuses on children's role in the everyday activities. In a great amount of studies we have gathered knowledge of environmental importance on children and their development but we still miss the understanding of children's role within their everyday environment. We need more studies of children's importance in the organization of everyday life.

Two different theoretical perspectives are needed to approach this research question. First, I use system theory for understanding the formation of everyday life. Everyday life situations and within them particular activities are studied as one whole unit including all the members and activities of the system. This framework enables also the study of the importance of an individual member for the whole system. Second, everyday activities occur within particular cultural contexts. They are approached from the Vygotskian cultural historical theory in order to crystalize the meaning of context.

The role of children within their everyday life is analyzed from videotapes. Short periods (two hours) of children's (n=18) everyday life have been recorded in varying environments. Videoing has taken place within natural situations which researcher has not participated or influenced. The unit of analysis are children's recruiting initiative situations, cases where children try to involve someone onto their ongoing activity. When do children try to recruit? Are they successful? What methods they use? And first of all, do children's recruiting initiatives reorganize everyday life organizations?

I use both narrative method and quantitative method to study children's importance in everyday life organization.

I have studied recruiting situations and formed categories in order to get supportive knowledge to the narrative method. To recognize the role children have within everyday life is very important, particulary in this world that believes more in adult and environment importance on management of life.

* * *

Creative Abilities Development in Preschoolers: Increasing Possibilities

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E19

The developmental curves of creativity presented in this study point to the almost linear development of intelligence. In creativity certain developmental discrepancies have been noticed.

While in figural and verbal creativity a progressive developmental trend has been found (especially in originality), in performance-verbal creativity and in a specific drawing test the results were not so positive - the curves also show a developmental regression.

The possibilities and results of a creativity training program for preschoolers are discussed.

* * *

Children Who have Lost their Parents' Care - Social Work after Transformation of Russia

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E20

The state of social work in conditions of political and economic transformation of the Russian society is characterised by intense rates of such factors as the creation of new social institutions, the development of services and institutions of public social service, the preparation of personnel of social workers, the formation of an effective normative-legal base and scientific-methodical support.

These processes are essentially influenced by a series of destructive factors so characteristic of Russia for the 2nd thousand years: the stratification of the Society, the appearance of a large stratum of the population being in need of social help, the rise of migration and unemployment, the disintegration and pauperisation of families, the neglectedness of children, the homelessness and social orphanhood.

In the wide spectre of the multi-planned tasks realised today, a special place is occupied by the social work connected with solving problems of the most vulnerable population - the children who have lost their parents' care.

In 1992 new (special) institutions were created with their activity directed towards rehabilitating the socially non-adapted children.

Specific features of the social work of these institutions are determined by a special social-psychological status of the children, who became a kind of social outcasts. Most of them are in a very difficult psychological state caused by such factors as the betrayal of parents, a complicated, now and then amoral atmosphere in the family, the consequence of cruelty - physical and sexual violence, school misadaptation, loitering in the street's antisocial environment.

These peculiarities of the social-psychological status of the children stipulate specific features of purposes and content of activity of the newly arisen social-rehabilitating institutions, meant to give the child not only shelter and meal but first of all - to change qualitatively his attitude toward the world and surrounding people, raise the acuteness of psychological tension, adapt him to life in socially healty environments, restore and compensate lost social and family relations, recover him to normal human activity.

Specialised institutions for the minors, being in need of social rehabilitation, build their activity on the base of the following principles:

- child's interests priority and his well-being at deciding all the questions of his today's human activity and further arrangement;
- rise of the child's personality in the eyes of himself and surrounding people;
- humanisation of the interrelations and contacts between the children and social workers;
- stand-by on positive elements in spiritual and physical rebirth of the misadapted child at the rehabilitation work;
- account of the children's possibilities and needs.

Summarizing up this sector of activity, it is necessary to say that, if in 1994 about 40.000 of these children received urgent social-rehabilitating help, in 1995 65.000 of these children received help in 465 institutions.

In order that social work with the minors answered the requirements of changing Russia, the new approaches are necessary which, with the help of social work, would promote creating deep changes in the Society's time and life as well as its further progressive developing.

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A Study on the Quality of Three Early Childhood Curricula in Portugal

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Kathy Sylva
Department of Educational Studies, University of Oxford, UK

E21

Children's experiences were studied in three different curricular programmes in Portugal: High/Scope, Joao de Deus and Movimento da Escola. All were well established and five centres were selected from each type of programme (n=15 centres). Research questions were: 1) Do the three curricula lead to different child outcomes? 2) How does the ECERS compare to more detailed time-sampled and event-sampled observations? Results on the ECERS showed that one of the programmes was rated consistently lower on the dimensions of quality than the other two, which had similar ECERS scores. Systematic observation was carried out on 12

children in 15 centres (n=180 children). Detailed observation of children confirmed the ECERS findings but pin-pointed a gap in its structure. Whilst confirming the ECERS results on the types of play and facilities in each centre, the Target Child Instrument provided much richer detail on social interactions between peers and "pedagogical" interactions between staff and children. For this reason, the time/event sampled Target Child Observation provided a much richer and more useful description of the children's day to day learning experiences. Educationalists have, in the main, found the ECERS a useful tool in research. It is suggested here that it be supplemented by more detailed observational methods, especially if the research focuses on the effects of "pedagogical interactions" on children's development.

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Mother-Child Education Program in Early Childhood

Esra Ömeroğlu-Turan, Fatma Tezel-Sahin & Ayşe Turla
Department of Child Development and Preschool Education, Gazi University, Ankara, Turkey

E22

In Turkey not every child has an opportunity to go to a preschool institution. As known, one of the approaches to early childhood education is educating children in the centers. But there is a lot of educational selections in early childhood development. From this point of view, "Mother-Child Education Program" has been designed for paying attention to the following criteria.

a) The child must not be taken away from his living environment.
b) To support the children's family environment.
c) 0-6 years is the most important and the fastest period of child development. This period must be evaluated carefully.

Mother-Child Education Program (MCEP) has begun its application in the academic year 1993-1994 in 12 provinces in Turkey with the collaboration of Gazi University, T.C. Ministery of Education and UNICEF.

The Program is divided in two parts:
1. Educating mothers of 0-24 month old children via home visits.
2. Educating mothers of 25-49 month old children in the institutions.

The program details, applications all over the country, materials, and the training of the home visitors and educators will be discussed at the presentation.

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Social Background of Creative Achievement in Preschoolers

Lubomir Páleník & Tomáš Kováč
Research Institut for Child Psychology and Pathopsychology, Bratislava, Slovakia

E23

The aim of the investigation was to discover the effects of family background and collective educational environment on the creativity of preschool children. Psychological means to assess creativity were used. No differences were found in creative achievement between children brought up in their families (N=111) and children who were reared in day nurseries prior to entering kindergarten (N=121). Family background, however, can also effect the creativity development negatively, as for instance when the father ist absent in the child's upbringing. The development of creativity can be influenced positively by the parent's interests and hobbies, their educational level and the possibilities of creative realization in their vocation.

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Konfliktverhalten von Kindern in Kindertagesstätten

Kornelia Schneider, Gisela Dittrich & Mechthild Dörfler
Deutsches Jugendinstitut / German Youth Institute, Munich, Germany

E 24

No Abstract

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Family Coping Sources and Strategies as Indicators for the Quality of Life in Groups of Children at Risk

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Research Institute for Child Psychology and Pathopsychology, Bratislava, Slovakia

E25

A significant indicator for the quality of life of children is the level of coping with everyday stress and burdening situations. This is mainly apparent in groups of children at risk.

The contribution presents results for researching family coping sources and their influence for

selecting the strategies and styles of coping in five groups of children (children with a chronic disease, N=31; physically handicapped children, N=34; children with behavioral disorders, N=32; children educated in special educational institution, N=27; children from regular families, N=32).

The analysis revealed significant differences both at the level of family coping sources and in selecting coping strategies and styles, which significantly influence the forms and level of behavior of these children and, simultaneously, their quality of life, too.

Presented are possibilties of influencing the families in terms of creating suitable conditions with an objective to increase the level of existing family coping sources in the families of these children.

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Die pädagogische Rahmenkonzeption für Kinderkrippen der Landeshauptstadt München

Stadtjugendamt/Fachabteilung Kinderkrippen, München
Municipal Youth Welfare Office, Department for Children's Day Nurseries, Munich, Germany

E26

1. Ausgangsbedingungen und Erarbeitungsmethoden der pädagogischen Rahmenkonzeption

Von 1987 bis 1991 fand in München das Modellprojekt "Frühförderung von Kleinstkindern durch Unterstützung junger Familien bei der Erziehungsaufgabe und durch pädagogische Qualifizierung von Krippen" (Kurztitel: Projekt "Familie und Krippe") statt. In dieses Projekt waren nahezu alle städtischen Kinderkrippen miteinbezogen. Ausgangspunkt für dieses Projekt waren eine veränderte Sichtweise der gesellschaftlichen Bedeutung der Institution Kinderkrippe und ihre Anerkennung als pädagogische Einrichtung mit familienunterstützender und familienergänzender Funktion.

Das Modellprojekt "Familie und Krippe" ermöglichte den Mitarbeiterinnen in den Kinderkrippen eine veränderte professionelle Selbstwahrnehmung und ein neues Selbstbewußtsein.

Um die im Modellprojekt erzielten Ergebnisse zu sichern und weiterzuführen, wurde eine pädagogische Rahmenkonzeption für alle Kinderkrippen der Landeshauptstadt München erarbeitet. Diese Rahmenkonzeption ist sowohl Grundlage und anzustrebender Qualitätsstandard für das Personal in den Krippen als auch ein Beitrag, den Eltern das Dienstleistungsangebot Kinderkrippe transparent zu machen.

Die pädagogische Rahmenkonzeption ist ebenso das Produkt eines intensiven und gemeinsamen Erarbeitungsprozesses. An diesem Prozeß waren neben Mitarbeiterinnen in den Kinderkrippen und aus der Fachabteilung Kinderkrippen Vertreterinnen aus den Elternbeiräten, der Wohlfahrtsverbände, von Ausbildungsstätten, aus Politik, Staats- und Forschungsinstituten sowie

übergreifenden Verwaltungsdienststellen beteiligt.

2. Die pädagogischen Grundsätze der Rahmenkonzeption

Im Modellprojekt "Familie und Krippe" wurden folgende Grundsätze erarbeitet, die die gesamte pädagogische Arbeit in den Kinderkrippen prägen:
- Eine veränderte Sichtweise des Säuglings und Kleinkindes
Der Säugling wird nicht als hilfloses und passives Wesen gesehen. Er setzt sich vielmehr aktiv mit seiner Umwelt auseinander und bestimmt so seine Entwicklung mit.
- Aus dieser veränderten Sichtweise des Säuglings folgt konsequenterweise ein verändertes Bild der Erwachsenen-Kind-Beziehung. Diese wird durch partnerschaftliche Interaktion geprägt.
- In ihrer Arbeit versuchen die pädagogischen Mitarbeiterinnen und Mitarbeiter, die Individualität wahrzunehmen und an den Stärken der kindlichen und erwachsenen Persönlichkeit anzusetzen.

Eine auf diesen Grundsätzen basierende professionelle Haltung bestimmt die Arbeit der Mitarbeiterinnen und Mitarbeiter in den Kinderkrippen und zieht sich wie ein roter Faden durch die Rahmenkonzeption.

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The Influence of Russian Pre-school Teachers on Russian Children and their Integration into Estonian Society

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Tallinn Pedagogical University, Estonia

E27

"Research has shown that now when six years have passed since Estonia regained its independence, a large number of Russians are still unaware of their legal status, their children's educational outlook and the state's attitude towards their leaving or staying. The result is that they are self-contained, uninterested in what is going on in Estonia, they are indifferent and they have no hope for improvements in the future." (M. Heidmets, M. Lauristin)

In the educational sphere one of the main problems is the educational perspective of Russian children.In Estonia's Russian language school there are problems with teaching the Estonian language to Russian kids.
Problems occur, because:
- the professional level of teachers who teach the Estonian language to Russian is low;
- there are not enough teachers who would want to teach the Estonian language;
- there is not enough literature on educational methods and programmes.

The majority of teachers of Russian schools believe that schools should follow the European educational standard.
Research shows that in order to change the situation of education in Estonia, one should:
- re-educate the teachers of Russian schools
- prepare Estonian teachers to work in Russian-language schools.

The aim of our research is to determine how much the pre-school teachers influence the integration of Russian kids into the Estonian society. We questioned 50 Russian preschool teachers to find out their attitudes towards the educational problems of Russian kids. We wanted to find out which direction of future development is favoured by the teachers and how could this choice influence the future life of Russian kids in Estonia.
Our next task is to find out best solutions to the existing problems which we have found out in our research.
The results of the research and conclusions are presented in the report.

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Psychopedagogic and Social Conditioning of Individual Differences in the Creative Capacity of Six-Year-Old Children

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E28

The aim of the research is to analyze the degree of differentiation of creative achievements among six-year-old children within their artistic and verbal activity and also pointing out the hierarchy of factors which determine certain inter- and intraindividual as well as inter- and intragroup differences at the level of creative capacity development.

In research the creativity theory of M.A. Wallach and N. Kogan (1970) and the capacity theory of J.S. Renzulli (1986=) and F.J. Monks (1981) were referred to.
730 six-year old children attending various types of preschools and living in various local environments were examined. The research covered also the parents and teachers working with the 6-year old children.

The empirical data consisted of observation of the children's behaviour, analysis of their artistic and verbal creations. Over 6 thousand of drawings and stories were analysed. In addition, psychological and pedagogic tests as well as interviews with children and parents and teachers were used (The test "Draw-A-Man" by F.L. Goodenough (1963), Guilford's tests of divergent thinking (1964), Questionnaire of self-estimation of Uszynska, The Schaefer's and Aaronson's Classroom Behaviour Inventory Preschool to Primary Scale (CBI) (1968), Questionnaire of creative behaviour "KANH" of Popek (1990), Questionnaire for parents of Uszynska).

The results suggest that the factors included in the group of pedagogic factors (the level of professional competence of the preschool teacher, the creative attitude of the teacher and type of preschool among others) have the important influence on the level of creative capacity of children (artistic and verbal). Inner factors (inherent in the children), i.e. the level of intellectual competence, level of creative thinking or level of self-esteem among others, have also got influence.
The conclusions of the study are that preschool teachers may have a great influence on the creative capacity development of their pupils.

* * *

Intellectual Development of the Child in the Process of Dialectical Education

Nikolai Veraksa
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E29

We analyzed the problem of child abilities and giftedness. In accordance with Vygotsky's theory, the main role in the development of child abilities is played by an adult. The adult is the origin of human culture for the child. Adults present typical cultural frames for the children.

All children can realize their possiblities, if the adults correctly organize the process of child education. We elaborated a special curriculum. It is directed at such education. It contains the description of what and how to do with the children for the achievement of high level of development of abilities. This program is designed for working with children from 3 to 11 years. It is based on the concept by Dr. Nikolai Veraksa worked out in accordance with the theory of L.S. Vygotsky.

According to the concept, the basis of development of creativity is the development of dialectical thinking. Dialectical thinking, in contrast to formal logical thinking, makes it possible to discover contradictions, opposite sides in objects and relations between them. A child can create and discover something new in the process of dialectical transformations of reality (the transition of the initial states to the opposite ones), and even predict future changes. The program "Dialectics" contains developing lessons for children. Each lesson includes specially elaborated tasks directed at the development of dialectical thinking. The lessons are in literature, mathematics, physics, dramatization, and other subjects.

The results of application of such educational systems show that the line of the child's intellectual development has another configuration and it differs from traditional intellectual development.

* * *

Early Childhood Education and Research Organizations in Germany and Austria

In order to encourage participants to make direct contact, early childhood education and research organizations in Germany and Austria were requested to give a short description of their aims and activities.
The organizations are presented in alphabetical order.

AGJ - Arbeitsgemeinschaft für Jugendhilfe
(Child Welfare Alliance)
Haager Weg 44, D - 53127 Bonn
Tel: +49-228-91024-0
Fax +49-228-91024-66

What is the AGJ?
The AGJ - founded in 1949 - is an alliance of German child welfare organisations/institutions comprising:

* federal youth organisations (19) and youth councils of the *Länder* (16),
* social welfare organisations (6),
* the federal working committee of the youth offices of the *Länder* (1),
* professional organizations in the field of child welfare (25),
* the Ministries responsible for child/youth welfare in the 16 *Länder* (9)

Child welfare in Germany is provided by governmental and non-governmental institutions. The *Arbeitsgemeinschaft für Jugendhilfe* (AGJ) is a non-governmental association which acts as a forum for experts, for cooperation between members, and for advocacy on child welfare issues.

What are the objectives of the AGJ?

* To publish recommendations, position statements and documentations of conferences.
* To promote the sharing of information, discussion and cooperation among its members.
* To influence legislation procedures in order to improve living conditions for children and their families.
* To organize the German Child Welfare Conference every four years.
* To participate in educational policy planning.
* To promote the training of staff in child welfare institutions.
* To award the German Child Welfare Prize every two years.
* To initiate youth research programmes.
* To cooperate in the international field of child welfare.

How is the work of the AGJ organized?
The Annual General Assembly decides upon the general policy of the AGJ. The Board of Directors consists of delegates plus a number of additional experts from the various fields of child welfare. The Executive Committee - AGJ's President and two Vice Presidents - meets between the sessions of the Board of Directors in order to decide upon current activities.

At present the AGJ has Standing Committees in the following area of expertise:

* Legal and organizational questions of child welfare,
* Childhood and family affairs/Secretariat of the German National Committee of the World Organization for Early Childhood Education (OMEP),
* Youth affairs under the special aspects of school education, vocational training and leisure time activities,
* Information and Coordination Group "Europe".
* A joint committee with representatives of Higher Eduation Vocational Colleges dealing with questions of professional training in the field of child welfare.

What are the international activities of the AGJ?

* On the basis of bilateral governmental agreements the AGJ organizes exchanges with several countries.
* The AGJ is the German National Committee of the World Organization for Early Childhood Education (OMEP).
* The AGJ participates regularly at the meetings of the International Working Group on Youth Problems together with partner organizations from Austria, Switzerland and The Netherlands.
* The AGJ cooperates with the European Forum for Child Welfare (EFCW).
* On behalf of the Federal Government the AGJ organizes international study programme (further education grants) for specialist staff in the field of child welfare and social work. One of these programmes is located in the USA, two others in the Federal Republic of Germany.

What is German Child Welfare?

Child welfare in the Federal Republic of Germany covers all activities for and with children/young persons between 0 and 18 years of age (in some cases up to 27 years of age).
It includes:

* preschool education in kindergartens, day nurseries and day care centres for school-age children,
* organization and care of playgrounds,
* work in youth organizations,
* educational programmes for the young, guidance and leisure time provision,
* international youth meetings and contacts,
* recreational programmes for children and young persons,
* social work in schools and vocational orientation,
* protection of young persons in public,
* information, guidance and help for parents,
* responsibility for adoptions,
* responsibility for foster children and care in foster homes,
* educational assistance for handicapped and socially disadvantaged children and young persons,
* educational assistance in youth service centres and institutions providing social services for the young,
* social enquiry in juvenile cases,
* guardianship and assistance in cases coming before guardianship courts,
* further education programmes for qualified youth workers and social staff,
* training and further education programmes for voluntary workers.

The basis of these activities is the Child and Youth Services Act (1990).

Contact person: Magda Göller

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Charlotte Bühler Institut
für praxisorientierte Kleinkinderpädagogik
(Charlotte Bühler-Institute
for Practice-oriented Early Childhood Research)
Favoritenstr. 4-6/1, 1040 Wien, Austria
Tel: +43-1-5044194
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Our society is increasingly recognising early childhood development and education as a sensitive area because of:

* changing family structures (single-parent families, divorce, step families...),
* a re-definition of roles (women's emancipation, role of the father in education, development of sex roles during early childhood...),
* new demands placed on institutions responsible for early childhood education (kindergarten's complementary function in relation to the family, care institutions for infants younger than kindergarten age, etc.).

These marked changes have led a number of experts to install a forum that was to deal with the status of infants in the family and in society. With the support of the Federal Ministry of Science and Research an institute was founded in 1992 in Vienna, Austria, which engages in practice-oriented early childhood research, collects findings and makes them available as a basis for decision making.

In paying tribute to the outstanding achievements of Charlotte Bühler in the field of developmental psychology the institute was named "Charlotte Bühler Institute". Charlotte Bühler is known as the founder of empirical early childhood research, which gained world renown as the "Vienna school". The Institute will have an integrative function in the process of the formation of a European cultural area. In continuing Austria's tradition in developmental psychology it will contribute to solving problems that occur at the intersection of different societal systems.

Aims and objectives:

* continuing Austria's tradition in developmental psychology and further development of early childhood and kindergarten pedagogics by involving other disciplines such as child sociology, psychoanalysis, environmental research, etc.,
* the exchange of experiences between theory and practice in early childhood research with the aim of mutual stimulation,
* the practical implementation of scientific findings - pinpointing problems and issues to encourage scientific research,
* identification of social change and its impact on the situation of infants and their caregivers (e.g. maternal employment, high divorce rates etc.),
* development of educational problem solving models,
* cooperation between professional groups which may act towards an improvement of the situation of children of pre-school age, such as kindergarten teachers, doctors, hospital staff, urban planners, architects and political lobbyists for the cause of children,
* documentation and dissemination of scientific projects and research findings through publications, events, scientific congresses; co-operation with national and international organisations pursuing equal or similar objectives,
* providing impetus for further education of parents and educators on new findings in early childhood development, early childhood pedagogics and therapy,
* effective representation of the cause of young children in the public, for instance by

building awareness for current problems and their impact on the lives of young children, for the consequences of legal provisions, etc.

Contact person: Dr. Waltraut Hartmann

* * *

DGfE - Deutsche Gesellschaft für Erziehungswissenschaft / Fachkommission: Pädagogik der frühen Kindheit (German Educational Research Association / Commission of Early Childhood Education)

(for address see below)

The Commission of Early Childhood Education, one of the subsections of The German Educational Research Association, forms a standing board of experts coming from different fields of research in early childhood and family education. The range of educational research topics covers historical, psychological, socialisational, didactical, therapeutic, political and economic questions and approaches. The main topics in the last decade have been problems of training and quality criteria in early childhood education and the cooperation of families and public institutions.

The Commission of Early Childhood Education consists of about 150 members from Germany and other countries, coming from universities, central communal associations, ecclesiastical associations, national socities and research institutions, e.g. the Deutsches Jugendinstitut (DJI), Munich, and the Staatsinstitut für Frühpädagogik (IFP), Munich.

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DJI - Deutsches Jugendinstitut e.V.
(German Youth Institute)
Nockherstr. 2, D - 81541 München
Tel: +49-89-62306-0
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The German Youth Institute (*Deutsches Jugendinstitut e.V.*) is a social science research institute not attached to a university. Its tasks are to conduct basic as well as applied research on the living conditions of children, adolescents and families, to initiate and evaluate pilot projects involving youth and family services, and to provide advice for the politics and practice of youth and family services on the basis of its research results. Its scope of activities spans the field between politics, practice, the sciences and the public. The function the DJI performs here is twofold. It transfers knowledge to social practice and policymaking on the one hand, and provides feedback from practical experiences to the research process on the other.

Current research work of the institute focuses on:

* social situation of children, juveniles and families,
* problems arising from the transformation processes between eastern and western Germany,
* gender-specific socialization and orientations,
* living together in a multicultural society as well as the social situation of foreigners - children, juveniles and families - in Germany,
* questions concerning the social integration, conflicts and violence of children, juveniles and young grown-ups,
* comparative studies within the European Community.

A selection of research questions concerning children and childcare includes:

* what effects does social change have on children in various living situations, and how do children perceive their lives in an increasingly complex society; where are they overtaxed?
* what is the situation in childcare institutions, how can services for children be developed further in the interests of parents and children, what consequences does this have for the qualification of childcare workers in these institutions and for extra-institutional self-help initiatives?

A recent study of the DJI with the title *Orte für Kinder* ("Places for children"), focused on new possibilities in developing existing childcare facilities as well as other youth and family services.

In addition to its research activities DJI offers various services: it publishes books, the semiannual journal *DISKURS* (Studies in Childhood, Youth, Family and Society) and the quarterly information magazine *DJI-BULLETIN*; it maintains various data bases (family, youth, youth services, regional data); it conducts congresses and training for experts from social work and social security authorities as well as for politicians, journalists and scientists; it works on Youth and Family Reports of the Federal Government.

The institute, which was founded in 1963, is administered by a non-profit society having members from institutions and associations involved in youth services, politics and science. The director of this society and of the institute is Prof. Dr. Ingo Richter. The board of trustees of the DJI includes representatives of the Federal Government, the *Länder*, the administration and the scientific staff of the DJI. The DJI has eight departments in Munich and in a few branch

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offices; Youth Services; Youth and Work; Youth and Politics; Girls' and Women's Studies; Family Policy; Children and Childcare; Youth and Education; Social Reporting. Of the 105 permanent posts in 1997, 63 are occupied by scientists. The institutional budget is mainly financed by the Federal Ministry for Family, Senior Citizens, Women and Youth, by project support from funds of the Federal Ministry for Education and Science. Further funds come from the *Länder* and institutions for the advancement of science.

Contact person: Dr. Rudolph Pettinger

* * *

IFK - Institut für angewandte Familien-, Kindheits- und Jugendforschung an der Universität Potsdam e.V.
(Institute for Applied Research on Childhood, Youth, and the Family at the University of Potsdam)

Burgwall 15, D - 16727 Vehlefanz
Tel: +49-3304-397010
Fax +49-3304-397016

The IFK was founded in 1990 as a non-profit institution by an interdisciplinary team of scientists. The aim of the IFK is scientific research in the fields of

* developmental, social, and educational psychology,
* socioeconomic conditions of socialization,
* application of research findings in affairs of public interest.

Main topics are conditions of socialization in infancy and early childhood, processes of family communication and interaction, conditions and quality of day-care and public schools, causes and conditions of juvenile delinquent behavior, studies in antisemitic and racist prejudice, research in youth and adolescence, and sociological field studies on living conditions in rural areas. Additionally there are experiences in market research and in testing product quality.

The IFK ist particularly engaged in disseminating its results in public and therefore fosters extensive contacts to political and administrative institutions and organisations of public welfare in the state of Brandenburg. It runs the Divorce Advisory Center, where couples who are willing to divorce are offered mediation either to maintain the marriage or to separate with a minimum of mutual harm. Further vocational education is provided for personnel in daycare centers and nursery schools, for street workers and teachers.

The IFK edits an own series of research papers *("Arbeitsberichte des Instituts für angewandte Familien, Kindheits- und Jugendforschung")* and cooperates with the publishing house *Verlag für Berlin-Brandenburg* in an edition of a series of book publications *("Ergebnisse der Jugend- und Sozialisationsforschung")*.

Contact persons: Dr. Dietmar Sturzbecher, Ronald Freytag, Peter Dietrich, Winfried Langner

* * *

IFP - Staatsinstitut für Frühpädagogik
(State Institute of Early Childhood Education and Research)

Prinzregentenstr. 24, D - 80538 München
Tel: +49-89-21234-200
Fax +49-89-21234-222

The State Institute of Early Childhood Education and Research (IFP) was founded in 1972 during a period of widespread educational reform. According to the Bavarian Kindergarten Act (1972) and the current statutes endorsed by the Bavarian Government in 1985, the tasks of the Institute are:

* to conduct basic and applied research in the fields of developmental psychology and early childhood education, with particular reference to centre-based early childhood education and care
* to develop, evaluate and disseminate innovatory approaches in early childhood education
* to develop concepts and support strategies for networking between early childhood centres, families, schools, social services, etc.
* to develop and evaluate measures to improve the initial and in-service training of early years practitioners.

Following the transfer of responsibility for early childhood education services in Bavaria from the Ministry of Education to the Ministry for Social Affairs in 1994, topics related to child welfare are also part of the research agenda.

Over the years the State Institute of Early Childhood Education and Research has carried out numerous projects on topics in the above-mentioned fields, e.g.: the transition from kindergarten to primary school; intercultural work with German and ethnic minority children; the joint education of handicapped and non-handicapped children; cooperation between kindergarten and special services; development of after-school services; identification and education of children with behavioural and learning problems. Apart from major areas in child development and early education, family research as part of child development and early years education has also been integrated into the work of the institute. Projects have included topics such as the role of fathers, divorce effects, and family development.

Approximately 25 specialists in different fields of psychology and education are currently employed at the State Institute of Early Childhood Education and Research, which has been directed by Professor Wassilios E. Fthenakis since 1975.

The current IFP annual programme includes the following projects:

* *Fathers and their role in the family:* The development of the father's role is beingtraced from the time of his partner's pregnancy to the child's early adolescence. With a representative sample of men, women and children particular attention will be paid to phases of transition in the family. (Contact: Prof. Dr. Wassilios E. Fthenakis, Tel. +49 89 21234-200)
* *The transition from family to kindergarten and from kindergarten to school:* The child's entry into kindergarten and into school will be examined from the points of view of parents, kindergarten practitioners and children. Ways of improving admission procedures and adaptation are being developed. (Contact: Renate Niesel, Tel. +49 89 21234-221)

* *Mixed-age childcare provision:* Practitioners in conventional forms of provision (day nurseries for the under threes, kindergartens for three- to six-year-olds, after school facilities for school-age children) are being helped to work with a wider age-range (five or more age-groups in one setting). (Contact: Dr. Beate Minsel, Tel. +49 89 21234-227)
* *Emotional well-being and task involvement of children in early childhood settings:* The project aims to develop strategies for improving practitioners' awareness of children's perspectives and the quality of care. (Contact: Dr. Michaela Ulich, Tel. +49 89 21234-320)
* *Europe - Staff training and provision:* The project collated data on staff training and eduational provision for children aged 0 - 14 years in the 15 European Union countries. Two books have been published, one in German (Oberhuemer/Ulich: Kinderbetreuung in Europa, Beltz: Weinheim & Basel, 1997) and one in English (Oberhuemer/Ulich: Working with Young Children in Europe, London: Paul Chapman, 1997). (Contact: Pamela Oberhuemer, Tel. +49 89 21234-321)
* *Psychomotor development in the pre-school years:* Data relevant to the development of psychomotor skills in kindergartens and other childcare settings is being collated by means of applied research projects. (Contact: Dr. Heinz Krombholz, Tel. +49 89 21234-212)
* *Cultural awareness in the early years:* Existing intercultural praxis will be examined from the point of view of practitioners with the goal of developing new approaches for work in multi-ethnic settings. (Contact: Dr. Michaela Ulich, Tel. +49 89 21234-320)
* *Mobile remedial service for kindergartens:* The work of remedial specialists visiting 100 kindergartens on a weekly basis is the focus of evaluation measures. (Contact: Toni Mayr, Tel. +49 89 21234-216)
* *Closer co-operation with parents:* This collaborative research project aims to help improve co-operation between kindergartens and families through team coaching. (Contact: Dr. Martin Textor, Tel. +49 89 21234-115)
* *Indoor and outdoor learning environments:* Aesthetic-educational criteria are being developed for the planning of new centres and the renovation of existing kindergartens and after school provision. (Contact: Dr. Horst Beisl, Tel. +49 89 21234-120)
* *New media in early childhood settings:* The aim of the project is to describe important aspects of media education in Bavarian kindergartens. (Contact: Dr. Hans Eirich, Tel. +49 89 21234-210)
* *Early education and child research yearbook:* An edited book series covering topics relevant to early childhood education, e.g. the quality of childcare settings, working with "problem" children, innovatory practice. (Contact: Prof. Dr. Wassilios E. Fthenakis, Tel. +49 89 21234-200)
* *Information brochure "Education and Care":* A bi-annual brochure on current IFP-projects and publications, topics of professional interest, reviews of new books and toys, etc. is distributed to all kindergartens in Bavaria. (Contact: Dr. Martin Textor, Tel. +49 89 21234-115)

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INA - Internationale Akademie
ISTA - Institut für Situationsansatz
(Institute for the "Situation Approach")
c/o Freie Universität Berlin, Institut für interkulturelle Erziehungswissenschaft
Habelschwerdter Allee 45, D - 14195 Berlin
Tel: +49-30-8385779
Fax +49-30-8386366

The "Situation Approach" *(Situationsansatz)* is an educational approach that takes the living conditions and the situation of individuals as a point of reference and focus for educational activities. Its aim is to enable children from diverse socioeconomic backgrounds to cope with their present and future life conditions by developing their independence, know-how, and solidarity. The complexity of life itself is made the subject of learning experiences; learning for life and within life is one of the basic principles of this approach. Specific goals are:

* learning as a process of discovery and research, encouraging children's curiosity, creativity and initiative,
* learning as a process of getting information about and coping with real-life situations,
* finding the balance between self-assertive and pro-social behaviour and attitudes,
* participation of children and adolescents, making them agents of their own life and development,
* intercultural education,
* community-oriented education.

The primary task of the institute is to develop and disseminate the "Situation Approach" both in theory and in educational settings as a means of assuring quality. After three decades of innovative projects, the idea now is to create a network of personnel and institutions that participated in these projects. Interdisciplinary cooperation between Education and Pedagogy, Psychology and Economics is part of the programme.

Some current tasks are:
* developing early childhood education,
* developing measures to improve initial and in-service training of practitioners,
* counselling for training, research and policy making,
* research and teaching in cooperation with universities.

Contact persons: Christine Lipp-Peetz, Dr. Christa Preissing, Dr. Elke Heller, Ludger Pesch

* * *

Institut für Sozial- und Kleinkindpädagogik
(Institute for Social Pedagogy and Early Education)
Freie Universität Berlin, Takustr. 4, D - 14195 Berlin
Tel: +49-30-8384664
Fax +49-30-8384024

The *Institut für Sozial- und Kleinkindpädagogik* (Institute for Social Pedagogy and Early Education) is one of the few centres in German Universities where the primary focus is to train students and conduct research in issues related to early childhood care and education. Approximately 20 new students are admitted each term and students usually complete the program with a diploma (Diplompädagoge) after 5 years.
A few students continue with doctoral studies which takes approximately 3 years. Approximately 10 % of the places are reserved for foreign students.

Research topics currently being addressed include programme improvement for infant and toddler care, quality assessment for programmes serving preschool-aged children, the impact of programmes with different levels of quality on child development, and cross-national comparisons of early childhood care and education programmes.

Further information about the institute is available by contacting the address given above.

Contact person: Prof. Dr. Wolfgang Tietze

* * *

PFV - Pestalozzi-Fröbel-Verband e.V.
(Pestalozzi Froebel Association)
Barbarossastr. 64, D - 10781 Berlin
Tel: +49-30-2163145
Fax +49-30-2151709

The Pestalozzi Froebel Association (PFV) is a nation-wide, independent professional organization with a history reaching back to 1873. Members represent the whole spectrum of professionals in the field of early childhood education and care: practitioners, teacher educators, researchers, consultants, administrators. PFV provides a framework for public debate and professional discourse on basic and current issues concerning early childhood policy and educational practice.

Annual conferences reflect these aims. Conference themes in recent years have been:
* Living with children in a radically changing society (Bogensee and Dresden 1991/1992, together with other leading organizations)
* Childhood phenomena (Coburg 1992)
* Children's perceptions of their social world (Göttingen 1993)
* Educational approaches for work with young children (Erfurt 1994)
* The situation of professional educators in Germany (Frankfurt/M. 1993/1994)
* Educating in a "society at risk" (Würzburg 1995)
* Germany: A country for children? (Wolfsburg 1996, together with other leading organizations)

* Kindergarten: developing a local profile in the face of financial constraints (Frankfurt/M. 1996)
* Educators for the future (Halle 1997)

Recent publications

Pestalozzi-Fröbel-Verband (eds) (1995) *Zur beruflichen Situation der Erzieherinnen in Deutschland.* Bestandsaufnahme und Perspektiven. Eine Denkschrift, erarb. von Sigrid Ebert mit Reinhard Fatke, Raimund Külb, Christine Lost, Pamela Oberhuemer, Petra Troppa. München und Wien: Profil.

Ebert, S. & Lost, Ch. (eds) (1996) *Bilden - Erziehen - Betreuen.* In Erinnerung an Erika Hoffmann. Mit Beiträgen von Andreas Flitner, Helmut Heiland, Karl Neumann, Gerd Schäfer und Thea Sprey-Wessing. München und Wien: Profil.

Pestalozzi-Fröbel-Verband (eds) (1997) *Erziehen in der Risikogesellschaft.* Mit Beiträgen von Andreas Flitner, Hedi Colberg-Schrader, Sigrid Ebert, Marianne Krug, Pamela Oberhuemer, Thomas Rauschenbach und Jan-Uwe Rogge. Weinheim und Basel: Beltz

Ebert, S., Engelhard, D., Lost, Ch., Michel, H., Müller, A., Müller, J., Wildt, G., Wilhelmi, H., Wunderlich, Th. (eds) (1997) *Kinderstandort Deutschland.* München und Wien: Profil. (Documentation of the Wolfsburg conference in cooperation with other leading organizations)

For those interested in researching the history of early childhood education, PFV has archives in Berlin with a wide range of documents, literature and journals, including material on the development of the Froebel movement in Germany and other countries from 1826 onwards.

Contact persons: Sigrid Ebert (President), Rita Rudzinski (Managing Director)

* * *

SPI - Sozialpädagogisches Institut für Kleinkind- und außerschulische Entwicklung des Landes Nordrhein-Westfalen (NRW Social Education Institute - State Institute for Children, Young People and Families -)

An den Dominikanern 2, D - 50668 Köln
Tel: +49-221-16052-0
Fax +49-221-16052-50

The NRW Social Education Institute *(Sozialpädagogisches Institut NRW)* is an institution of the state of North Rhine-Westphalia. The institute, which has been in operation since 1979, performs development and consultation work focusing on the following fields of activity:
* early childhood education and non-school education
* youth work, youth social work
* families and children (with an emphasis on family advisory services and family education)

In addition the institute also does work in the field of advanced training for professional staff active in these areas. In particular, the institute's activities include:

* the planning, implementation, evaluation and documentation of studies on day care institutions for children and other non-school facilities for children, young people and families,
* the collation and documentation of scientific findings for practical application
* the development of practical work materials, consultation aids and training programmes for professionals working in these fields,
* the development of methodical procedures, consultation aids and information material for people working with parents.

The main task of Department I (Children) is the development of basic principles and aids for educational work with children up to the age of six in day-care facilities. This is complemented by the activities of the School Children section (Department II: Young People/ School Children), which works on the development of all-day, non-school programmes and the associated educational principles.

In addition to providing support for work with the children themselves the SPI also develops aids for work with parents and materials and concepts for the training of social education professionals. All the work in this field is carried out in collaboration with day-care centres – on an alternating basis – in all fields of the public and private welfare work associations throughout the state. The institute's professional consultation services are integrated in this work.

Examples of projects:

* In the *Foreign Children in Kindergartens* project (1979-84), aids were developed designed to further the social and language integration of the growing number of foreign children in our kindergartens. Similar objectives were also pursued by the *Children of Repatriated Families in Kindergartens* project (1990-92).
* In *Inter-Cultural Elementary-Level Education*, a project running until 1999, the SPI is going to take up this theme again, taking recent developments and new problems into account.
* The *Joint Education of Disabled and Non-Disabled Children* project (1984-88) took up the demands of the pro-integration movement. Among other things, this project revealed that the situation-oriented approach is particularly well-suited for integration work.
* *Learning With All the Senses!* was the name and invitation of a project (1986-88) that took a thorough look at the problems of increasing media consumption by both children and their parents.
* Growing concerns about the environment and the question of the educational consequences provided the motivation for the *Nature and the Environment in the Kindergarten* project (1988-91).
* The educational questions involved in specific types of institutions were given very comprehensive attention in three separate projects: *Children Under Three in Mixed-age Groups* (since 1980), *Model Day-care Centre for School Children* (1979-84) and the *SchoolChildren House Project* (1990-94).
* The *Day-Care Facilities for Children in North Rhine-Westphalia: Concepts – Changes – Outlook* project, which runs until the end of 1997, highlights the need for continuous development of day-care facilities.
* *Interconnections Between Practical and Educational Topics in the Training of Teachers*, which is now in progress, is the first SPI development project devoted to the subject of training professional staff.

SPI also collaborates with institutes in other German states (*Länder*) in national and multi-state projects. Examples include the *Places for Children* project (1991-94) conducted with the German Youth Institute (*Deutsches Jugendinstitut*), and the *New Concepts for Child Day-care Facilities* project (1992-1994) conducted with the State Institute for Early Childhood Education and Research (*Staatsinstitut für Frühpädagogik*) and the Institute for Applied Family, Childhood and Adolescence Research (*Institut für angewandte Familien-, Kindheits- und Jugendforschung*) in Potsdam.

Contact persons: Dr. Jürgen Rolle, Dr. Rainer Strätz

* * *

Universität Dortmund
Fachbereich Erziehungswissenschaften und Biologie
Institut für Sozialpädagogik, Erwachsenenbildung und Pädagogik der Frühen Kindheit
(Faculty of Education and Biology
Institute for Social Education, Adult Education and the Theory and Methodology of Education in The Early Childhood)

Emil-Figge-Str. 50, D - 44227 Dortmund
Tel/Fax: +49-231-7552168 or -5581

The institute's *research activities* have a tradition going back over more than 20 years and can be traced back to a research group for social education which was constituted in 1975. As far as the research type is concerned, both historical-systematical and theoretical as well as empirically quantitative and qualitative orientated projects are represented. There are furthermore a large number of practice orientated evaluative activities which are mainly carried out in co-operation with public and independent bodies.
The institute has, right from the beginning, been influentially involved in carrying out vocational *training courses* within the scope of the course of study leading to the University Diploma in Education, and offers a course of study leading to a teacher qualification in social education for the secondary education stage II as preparation for employment as a teacher in the field of vocational education (especially specialist schools for social education and vocational schools for social and health services, specialized subject child nursing).
The main subject in the *working field of social education* are the dissemination of research among social vocations and specialized personnel involved in social work, the question of voluntary involvements, youth work carried out by public organisations and by associations, of official youth assistance statistics, science history studies and social education theory.
Contact person: Prof. Dr. Thomas Rauschenbach

During the past few years, projects concerning the development and current situation concerning the care of children within companies, media education, the organisation of social educational family assistance in the new states, the development and work of the nursery schools and the education in specialised schools in the people's education system in the GDR have been carried out in the *working field of early childhood.*
Contact person: Prof. Dr. Dieter Höltershinken

* * *

Universität Koblenz - Landau
Institut für Pädagogik
(Institute of Education)
August-Croissant-Str. 5, D - 76829 Landau
Tel: +49-6341-990162

This institute is engaged in research and teaching. Research concentrates on the field of "Kindergarten" with a focus on educational diagnostics, language acquisition and gender-specific education of preschoolers. Current research refers also to educational quality of Kindergarten Programme and infant care.

Contact persons: Prof. Dr. Norbert Kluge, Dr. Lilian Fried

* * *

Universität Koblenz - Landau
Zentrum für empirische pädagogische Forschung
(Center for Educational Research)
Friedrich-Ebert-Str. 12, D - 76829 Landau
Tel: +49-6341-906201

Educational-psychological research of structures and processes concerning the ecology of preschool age (German "Kindergarten"), with a focus on children, nursery school teachers, and parents is conducted here. Members of the research center carried out larger projects supported by Volkswagen-Foundation, German Research Foundation, and the Federal Ministry for Family and Youth (BMFSFJ).

Contact persons: Dr. Bernhard Wolf, Petra Becker, Susanna Conrad

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Erratum:

We apologize for the fact that the following two Abstracts do not appear in the correct alphabetical order.

Familie und Kindergarten: Eine Wechselbeziehung

Katja Grenner & Petra Völkel
Institut für Sozial-und Kleinkindpädagogik, Freie Universität Berlin, Germany

D2

Familie und Kindergarten als die beiden für das Kindergartenkind zentralen Sozialisationssettings stehen in einem interdependenten Verhältnis. Vor diesem Hintergrund wird in der neueren methodologischen Literatur zu Qualitätsuntersuchungen in familienexternen Betreuungssetting die Forderung erhoben, die Familie des Kindes systematisch einzubeziehen (Hayes et al. 1990). In diesem Beitrag soll aus der Vielfalt möglicher Wechselbeziehungen zwischen Familie und Kindergarten zwei Fragen nachgegangen werden.
1. Welche Erwartungen und welches Verständnis in Bezug auf den Kindergarten und die dort gegebene Erziehung des Kindes haben Eltern? Was betrachten sie als Aufgaben und Merkmale eines guten Kindergartens? Inwieweit stimmen ihre Auffassungen mit denen der Erzieherinnen überein?
2. Inwieweit hat der Kindergartenbesuch des Kindes nicht nur Rückwirkungen auf das Kind selbst, sondern - in verschiedenen Hinsichten - auch auf die anderen Familienmitglieder?
Die Ergebnisse auf der Grundlage der Befragung von gut 400 Müttern und 100 Erzieherinnen zeigen, daß Mütter und Erzieherinnen in ihren Erwartungen an die Aufgaben und Merkmale des Kindergartens weitgehend übereinstimmen, so daß von einem gemeinsamen Muster an Erwartungen und pädagogischen Orientierungen ausgegangen werden kann. Gewisse Unterschiede zwischen Müttern und Erzieherinnen spiegeln lediglich Differenzierungen innerhalb dieses Musters wider. Hinsichtlich der Auswirkungen auf die familiale Situation zeigen die Ergebnisse, daß der Besuch des Kindergartens mit einem relativ starken Eingriff in die bis dahin gegebene Familienökologie verbunden ist, der Kindergarten somit nicht nur als familienergänzende, sondern darüberhinaus als familienverändernde Institution anzusehen ist.

* * *

Pädagogische Qualität im Kindergarten und kindliche Entwicklung

Tatjana Meischner & Wolfgang Tietze
Institut für Sozial-und Kleinkindpädagogik, Freie Universität Berlin, Germany

D2

Während die Zusammenhänge zwischen pädagogischer Qualität in Tageseinrichtungen für Kinder und der kindlichen Entwicklung (children's outcomes) in der englischsprachigen Literatur seit vielen Jahren thematisiert werden und die empirische Forschung zu diesem Thema bereits eine Tradition hat

(Cost und Quality Study Team, 1995; Doherty, 1991; Hayes et al., 1990), fehlen dazu in Deutschland nicht nur systematische und repräsentative Untersuchungen, sondern auch die dazu notwendigen Konzepte und Instrumente.

Im vorliegenden Beitrag wird die Erfassung der kindlichen Entwicklung im Zusammenhang mit dem Problem der pädagogischen Qualität der Kindergärten erläutert und die Ergebnisse einer entsprechenden Erhebung werden dargestellt. Die Auswirkung der Kindergartenqualität auf kindliche Entwicklung (speziell auf die sich entwickelnde Fähigkeit zu sozial kompetentem Handeln und zur Bewältigung von Lebenssituationen) wird unter Berücksichtigung der individuellen Merkmale des Kindes, der pädagogischen Qualität in der Familie - dem primären Sozialisationssetting des Kindergartenkindes - sowie verschiedener Kontextmerkmale, in die Familie und Kindergarten eingebettet sind, untersucht. Die statistische Analyse erfolgt über ein hierarchisches Regressionsmodell.

Als wichtigstes Ergebnis kann ein eigenständiger und von der Größenordnung her substantieller Beitrag der Kindergartenqualität für die Entwicklungswerte der Kinder festgestellt werden, der jedoch in Abhängigkeit von den verwendeten Entwicklungsmaßen variiert. Die Ergebnisse werden unter wissenschaftlichen sowie praxisbezogenen und sozialpolitischen Aspekten diskutiert.

* * *

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